Chigwell School

Mr D.A.P. King
Head

dking@chigwell-school.org
D: +44 (0)20 8501 5701
T: +44 (0)20 8501 5700
High Road, Chigwell, Essex IG7 6QF
www.chigwell-school.org

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Child Protection and Safeguarding Policy

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1. Key Contacts

Key External Contact Details

Local Authority Designated Officers	West Essex Region: Rebecca Scott TEL: 0333 013 9797 EMAIL: children.safeguarding@essex.gov.uk Out of hours 0845 606 1212
Local Authority Children's Social Services Family Operations Hub, to make a child protection referral.	TEL: 0345 603 7627 www.essexeffectivesupport.org.uk Out of hours emergency duty team TEL: 0345 6061
Children and Families Hub consultation phone line	TEL: 0345 603 7627 Online Family Solutions website and ESCB webs
Emotional Wellbeing (previously CAMHS) now EWMHS	CONSULTATION LINE 0300 300 1600.
Support and Advice about Extremism	Police: DC Rachel Harris, Special Branch Prevent Engagement Officer, Essex Police TEL: 01245 452196 NON EMERGENCY NUMBER: 101 EMAIL: Rachel.harris@essex.pnn.policeuk Also ring Family Operations Hub 0345 603 7627 Department for Education NON EMERGENCY NUMBER: 020 7340 7264 EMAIL: counter.extremism@education.gsi.gov.uk
NSPCC whistleblowing advice line	Weston House, 42 Curtain Road, London EC2A 3NH TEL: 0800 028 0285 EMAIL: help@nspcc.org.uk
Disclosure and Barring Service	PO Box 181, Darlington, DL1 9FA TEL: 01325 953795 EMAIL: dbsdispatch@dbs.gsi.gov.uk
Teaching Regulation Agency	53-55 Butts Road, Earlsdon Park, Coventry, CV1 3BH TEL: 0207 593 5393 EMAIL: misconduct.teacher@education.gov.uk
OFSTED Safeguarding Children	TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm) EMAIL: Whistleblowing@ofsted.gov.uk

Key School Contact Details

Governors	Chair of Governors Ms Roseanne Serrelli rserrelli@chigwell-school.org Nominated Safeguarding Governor Reverend Christopher Davies cdavies@chigwell-school.org
Designated Safeguarding Lead (DSL) and Deputy Designed Safeguarding Leads (DDSLs)	Main DSL for the School and responsible for pupils in Year 7 to Year 13 Mrs Amanda Goddard (Member of SMT) 020 8501 5782 (Mobile number issued to staff for out-of-hours) agoddard@chigwell-school.org DSL for pupils in Reception to Year 6 Mrs Claire Tilbrook (Member of SMT) 02085015740 ctilbrook@chigwell-school.org Deputy DSL Mr Tom Burnside (Member of SMT) 020 8501 5720 tburnside@chigwell-school.org Deputy DSL Mrs Jacquie Botham (Member of SMT) 020 8510 5723 Jbotham@chigwell-schoo.org Deputy DSL and EYFS DSL Mrs Evelyn Gibbs (Member of SMT) 020 8501 5700 or 6101 egibbs@chigwell-school.org
Designated Teachers for Looked After Children	Mrs Amanda Goddard 020 8501 5782 agoddard@chigwell-school.org
Head	Mr Damian King 020 8501 5700 dking@chigwell-school.org

2. Introduction

"Safeguarding and promoting the welfare of children is everyone's responsibility. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child."

(Keeping Children Safe in Education – DfE, 2026)

This Child Protection Policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read in alongside the following which are relevant to the welfare and safety of Chigwell School pupils. They include:

- Keeping Children Safe in Education (DfE, 2026)
- Absent from education
- Anti Bullying and Anti Cyberbullying Policy
- Behaviour and Sanctions Policy
- E-Safety Policy
- Equal Opportunities Policy
- Health & Safety Policy
- Learning Support Policy
- Low Level Concerns Policy
- Pupil Mental Health Policy
- Relationships and Sex Education Policy
- Safer Recruitment Policy
- Gender Questioning Policy
- Child-On-Child Sexual Violence and Sexual Harassment
- Spiritual Moral Social and Cultural Education Policy
- Staff Code of Conduct
- Supervision and Missing Child Policy
- Whistle Blowing Policy

Safeguarding and promoting the welfare of children *(everyone under the age of 18)* is defined in Keeping Children Safe in Education as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the impairment of children's mental and physical 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

Our school has a whole-school approach to safeguarding, which ensures that keeping children safe is at the heart of everything we do and that it underpins all systems, processes and policies. We will always listen to and advocate for children and ensure that our work reflects

the voice of the child.

It is important that our values are understood and shared by all children, staff, parents/carers, governors and the wider school community. We believe that everyone who comes into contact with children has a role to play in safeguarding them and that, only by working in partnership, can we truly keep children safe.

3. Key Responsibilities of Staff

3.1 The governing body

The governing body has strategic leadership responsibility for safeguarding in our school. It ensures that our safeguarding arrangements comply with all legal duties and that our policies, procedures and training are effective and comply with the law at all times. It ensures that all required policies relating to safeguarding are in place, that the Child Protection Policy reflects statutory and local guidance and that it is reviewed at least annually.

There is a named governor for safeguarding arrangements and they are also named on Page 4 of this document. This governor takes strategic responsibility at governing body level for safeguarding arrangements in our school and leads on a 'whole-school approach' to this. The governing body ensures there is a named Designated Safeguarding Lead, with appropriate status, authority, skills and experience to carry out the duties of the post, and at least one Deputy Designated Safeguarding Lead in place.

The governing body ensures the school engages with statutory safeguarding partners and contributes to multi-agency working, in line with statutory and local guidance. It understands the importance of sharing information in keeping children safe and ensures that information is shared and stored appropriately and in accordance with statutory requirements.

The governing body ensures that all adults in our school (including governors / trustees) who work with children receive safeguarding and child protection training at induction as appropriate and that it is regularly updated.

- The governing body ensures that the child protection policy includes processes, procedures and systems to minimise the risk of child-on-child abuse and to deal with it in a timely way when it does happen. Including:
- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- serious physical assault and harm, or the threat of harm with a weapon
- sexual violence and sexual harassment.

The governing body ensures our pupils are taught about safeguarding (including online safety) through teaching and learning opportunities as part of a broad and balanced curriculum. We teach our children how to keep themselves safe and we work in accordance with statutory guidance to help children recognise and respond to risk and to prevent them from becoming harmed. We comply with government regulations which make the subjects of Relationships

Education (for primary age pupils) and Relationships and Sex Education (for secondary age pupils) and Health Education (for all pupils in state-funded schools) mandatory.

The governing body has specific duties around online safety and ensures we have appropriate filtering and monitoring systems in place to keep our children safe online. These arrangements are reviewed at least annually to ensure they are effective.

The governing body is responsible for ensuring that adults in our school are suitable – this is done by:

- ensuring we have in place safer recruitment procedures that help to deter, reject or identify people who might abuse children
- ensuring we meet statutory responsibilities to check adults working with children and have recruitment and selection procedures in place (see the school's 'Safer Recruitment' policy for further information)
- ensuring volunteers are appropriately supervised in school
- online safety (including strategic oversight of filtering and monitoring systems to support this)

It also ensures there is an appropriate Staff Code of Conduct Policy in place, so that adults when they start work with us are clear of the boundaries within which they operate. The Governing Body ensures all staff are aware they must follow this policy and that appropriate action is taken where this does not happen.

Members of the Governing Body of the school take part in mandatory safeguarding training to ensure that they can 'assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective.' This training is regularly updated.

3.2 The Head

The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties. The Head works in accordance with all statutory requirements for safeguarding and is responsible for ensuring that safeguarding policies and procedures adopted by Governors are followed by all staff.

3.3 The Designated Safeguarding Lead (and Deputy / Deputies)

The Designated Safeguarding Lead takes responsibility for safeguarding and child protection in our school. Their role includes managing child protection referrals, working with other agencies, ensuring all staff are appropriately trained, leading on online safety (including filtering and monitoring standards), managing and sharing safeguarding information and child protection files and raising awareness of all safeguarding and child protection policies and procedures. They ensure that everyone in school (including temporary staff, volunteers and contractors) is aware of these procedures and that they are followed at all times. They act as a source of advice and support for other staff (on child protection matters) and ensure that any referrals to Essex Children's Social Care (Children and Families Hub) and / or the Police are made in a timely way and in accordance with current SET procedures. They work with the

local authority and the ESCB as required and ensure that information is shared appropriately.

The Deputy Designated Safeguarding Leads (DDSLs) are trained to the same standard as the Designated Safeguarding Lead (DSL). If, for any reason, the DSL is unavailable, the DDSLs are able to act in their absence, ensuring that there is always appropriate safeguarding cover in place. This is supported by robust systems and procedures, including automatic alerts to DDSLs for CPOMS safeguarding incidents, shared access to the safeguarding mailbox to receive and respond to Operation Encompass notifications, and automatic email replies directing staff, parents and external agencies to the Deputy DSLs

The contact details of the DSL and DDSLs can be found on the Key Contacts page at the start of this policy, on safeguarding posters displayed around the school, on Gateway, and on the reverse of staff security badges.

During term time, the DSL and deputies will always be available (during school hours) for staff in the School to discuss any safeguarding concerns. For out of hours/out of term activities, the School's arrangements are to email the Headmaster and the DSL for support. If they are not always available, the deputy DSLs should be contacted. In the absence of the Head, a nominated deputy is available.

Full details of the DSL's role can be found in Annex B of KCSIE and this is attached in Appendix 1.

3.4 All school staff

At Chigwell School we are committed to safeguarding the children and young people and we expect everyone who works in our school to share that commitment. Everyone in our school has a responsibility to provide a safe learning environment where our children can learn. We recognise the need to identify concerns as they emerge so we can stop them from escalating and all staff are therefore aware of how to identify children who may benefit from early help. They are particularly alert to children who may have additional need for support either in community-based early help or through access to other agencies.

All staff are aware of the types of abuse and safeguarding issues that can put children at risk of harm. Our staff are aware of the indicators of abuse, neglect, exploitation and modern slavery and they understand that children can be at risk of harm inside and outside of their home or our setting and also online.

All staff should recognise that children may experience prejudice-based harm, including racism, faith-based prejudice, and other forms of discrimination. Such experiences may affect a child's welfare, wellbeing, mental health, and willingness to seek help. Staff should be alert to the signs and impact of prejudice-based harm and ensure that concerns are considered within safeguarding practice where appropriate.

All staff are aware of and follow school safeguarding processes (as set out in this policy) and also know how to make a referral to Social Care, if there is a need to do so. Staff understand that, if they have any concerns about a child’s welfare, they must act on them immediately and speak with the Designated Safeguarding Lead (or deputy) – we do not assume that others

have taken action. However, it should be remembered that sometimes children may not always feel ready or know how to tell someone that they are being abused, exploited and/ or neglected. This may be because they are embarrassed, scared or do not recognise their experiences as harmful. This should not prevent staff from having professional curiosity and speaking to the DSL. We understand that other children as well as adults can cause harm and that there are many factors which may impact our children's welfare and safety.

We also understand safeguarding in the wider context (contextual safeguarding) and recognise that abuse and neglect rarely occur in isolation and that in most cases multiple issues will overlap.

Our staff will always reassure children who report abuse that they are taken seriously and that they will be supported and kept safe. We will never make a child feel ashamed for reporting abuse, nor make them feel they are causing a problem.

4. Types of abuse and specific safeguarding issues

Keeping Children Safe in Education 2026 describes abuse as 'a form of maltreatment of a child'. It sets out that:

"Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others… Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Children may also cause harm to other family members, often referred to as child to parent or care giver abuse."

The guidance refers to four main categories of abuse:

Physical: a form of abuse causing physical harm to a child – this includes where an adult fabricates or deliberately induces illness in a child

Emotional: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development- this may include verbal abuse such as persistent criticism, belittling or name calling.

Sexual: forcing or enticing a child to take part in sexual activities (through actual physical or online contact)

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 also occur during pregnancy)

In addition, Annex A of Keeping Children Safe in Education contains important information about specific forms of abuse and safeguarding issues. Some of these, and our approach to them, are explained here

4.1 Child criminal exploitation (CCE) and Child Sexual Exploitation (CSE)

CCE and CSE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. Children who are criminally exploited should be treated as victims. This can be committed or facilitated by an organized network or gang and the victim may identify as part of this group. Children who are criminally exploited should have their vulnerabilities recognised by adults and professionals. It is not possible for a child to consent to be exploited, abused or trafficked.

'Child Criminal Exploitation is common in county lines and occurs where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 years. The victim may have been criminally exploited even if the activity appears consensual. Child Criminal Exploitation doesn't always involve physical contact; it can also occur through the use of technology.' (Home Office, 2018)

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

"Child Sexual Exploitation is a form of child sexual abuse. It occurs when 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".

CSE is a form of child abuse, which can happen to boys and girls from any background or community. It may occur over time or be a one-off occurrence and it can be committed by an individual or an organised network. 'This can be committed by an individual or an organised network and most sexual abuse is committed by those previously known to the victim. This remains a significant concern, as professionals continue to encounter cases where children are manipulated, groomed, and exploited without fully understanding the abuse they are experiencing.'

Indicators of child sexual exploitation may include: acquisition of money, clothes, mobile phones etc. without plausible explanation; gang-association and/or isolation from peers/social networks; exclusion or unexplained absences from school; going missing or returning late; excessive receipt of texts/calls; returning home under the influence of drugs/alcohol; inappropriate sexualised behaviour for age; evidence or suspicion of physical or sexual assault; relationships with controlling or significantly older individuals; multiple unknown callers; frequenting areas known for sex work; concerning internet/social media use; increasing secretiveness; and self-harm or significant changes in emotional wellbeing.

We recognise that a significant number of children who are victims of CSE go missing from

home, care and education at some point and will take appropriate action to respond to any concerns. The Designated Safeguarding Lead will lead on these issues and work with other agencies as appropriate.

4.2 County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. Concerns should be referred to the DSL.

4.3 Contextual safeguarding

'All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse — including physical, sexual, emotional abuse, and stalking), criminal exploitation (including financial exploitation), serious youth violence, county lines and radicalisation.

4.4 Child-on-child abuse

Child on child abuse can manifest itself in many ways and may occur in person and / or online. This may include bullying (including cyber bullying), physical abuse, discriminatory behaviour including, misogynistic language, racism and faith targeted abuse, physical / sexual assault, harmful sexual behaviours, ‘up-skirting’, ‘nudes and semi-nudes’ or initiation / hazing type violence and rituals. We do not tolerate harmful behaviour of any kind in school and will take swift action to intervene where this occurs, challenging inappropriate behaviours when they occur to prevent them from escalating. It should never be dismissed as "banter" or "part of growing up" as this risks normalising abuse and creating an unsafe culture. Our culture is very much one of kindness, compassion and belonging

Our school recognises that some children may abuse other children and that this may happen in school, or outside of it. We understand there are many factors which may lead a child to display abusive behaviours towards other children, and that these matters are sensitive and often complex. We recognise our school may be the only stable, secure and safe element in the lives of some children, particularly those who have experienced harm and trauma. We have a duty to safeguard all children and, whilst inappropriate behaviours will be challenged and addressed, it is always considered in the context of providing appropriate support to all children where harmful behaviour has occurred. We will always take a balanced and proportionate approach to risky or harmful behaviour.

We understand the barriers which may prevent a child from reporting abuse and work actively to remove these. We use lessons, assemblies and tutor time to teach children about healthy,

positive relationships, how to report concerns, and to help them understand, in an age-appropriate way, what abuse is. We aim to provide children with the language to report abuse and to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. An online reporting system is available for pupils in Year 7-13. We will never make a child feel ashamed for reporting abuse, nor that they are creating a problem by doing so. We never assume, if abuse is not being reported, that it is not occurring in our school – we are vigilant to signs of abuse and promote a culture of safety and understanding.

The School actively seeks to raise awareness of and prevent child-on-child abuse and works closely with the Essex Local Safeguarding Children Board. All staff should be aware that child-on -child abuse is a safeguarding issue for both the victim and alleged perpetrator. Any response to an allegation of child-on-child abuse will:

- Include a thorough investigation of the concerns and the wider context in which they may have occurred, the place and the time.
- Where necessary we take advice from the Essex Safeguarding Children Board on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the victim and alleged perpetrator.
- Take into account that the abuse may indicate wider safeguarding concerns for the children involved and consider the effect or wider socio-cultural context, such as peer group, family, school environment, experience in the local community and on-line presence.
- Consider intra-familial harm and any necessary support for siblings following incidents.
- Take into account the views of the children affected.

If a member of staff thinks, for whatever reason, that a child may be at risk of or experiencing abuse by his/her peers, they should discuss their concerns with the DSL without delay (see Appendix

4.5 Harmful sexual behaviour, **Sexual Violence and Sexual Harassment between Children in Schools**

We understand that children's sexual behaviours exist on a continuum, ranging from age-appropriate / developmental to inappropriate / problematic / abusive. We also understand that harmful sexual behaviour and child-on-child abuse can occur between children of any age and gender, either in person or online. We recognise that children who display harmful sexual behaviour may have experienced their own abuse and trauma, and we will support them accordingly.

Our school has a 'zero-tolerance' approach to harmful sexual behaviour of any kind, and any inappropriate behaviour is challenged and addressed to prevent it from escalating. We do not accept misogynistic or misandrist behaviours and work in accordance with all statutory guidance in relation to such behaviours and with other agencies as appropriate.

We seek to teach our pupils about healthy and respectful relationships, boundaries and consent, equality, the law and how to keep themselves safe (on and offline).

For further detail refer to *Child-On-Child Sexual Violence and Sexual Harassment Policy*

4.6 Serious violence

Serious violence remains a significant safeguarding concern. It may involve physical assault, carrying, threatening with, or using a weapon, often in the context of peer conflict, bullying, child-on-child abuse or wider criminal activity. Serious violence can also be associated with Child Criminal Exploitation (CCE), including involvement in county lines and organised criminal groups.

Staff are aware of the risk factors and indicators that may suggest a child is at risk of, or involved in, serious violence. These can include persistent absence from school, a disrupted education (including suspensions or exclusions), a decline in academic performance, changes in friendship groups or associations with older individuals or groups, increased behavioural concerns, signs of self-harm or a deterioration in emotional wellbeing, and signs of assault or unexplained injuries.

The School recognises that some children may be at heightened risk of harm during periods immediately before or after the school day, including when travelling to and from school. Particular attention will be given to identifying and addressing risks that may arise outside of normal school hours where these could impact a child's safety and wellbeing.

Staff should immediately report any concerns that a child may be carrying, using, or have access to a weapon, or where a child expresses an intention to carry or use a weapon, to the Designated Safeguarding Lead (DSL) or a deputy DSL. The DSL will assess the level of risk and, where appropriate, develop a proportionate safety and support plan, working with parents, carers and relevant external agencies as necessary.

As with any safeguarding concern, the School will undertake a proportionate risk assessment based on the information available and its understanding of the potential and actual risks of violence. Concerns will be addressed promptly to safeguard all children, and the School will work collaboratively with the police, children's social care and other appropriate agencies where required.

4.7 Domestic Abuse and Operation Encompass

Domestic abuse can involve a wide range of behaviours and may be a single or multiple / ongoing incidents. It can include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse. We understand that anyone can be a victim of domestic abuse, and that it can take place inside or outside of the home.

Our school recognises that exposure to domestic abuse (either by witnessing or experiencing it) can have a serious, long-term emotional and psychological impact on children. We work with other key partners, and we receive and share relevant information where there are concerns that domestic abuse may be an issue for a child or family or be placing a child at risk of harm.

As part of our safeguarding arrangements and our work with safeguarding partners, our school has signed up to Operation Encompass. Since November 2025, Operation Encompass has been a statutory duty on police forces in England and Wales, not a voluntary scheme. Where

police have reasonable grounds to believe a child may be a victim of domestic abuse, they must notify the school. This includes all children connected to a household where they have attended a domestic abuse incident; children who are physically present at the incident, children not physically present during the incident, and situations where a child might reside in another household temporarily or permanently. The DSL uses a central/confidential safeguarding inbox for Operation Encompass notifications.

Operation Encompass provides an advice and helpline service for all staff members who may be concerned about children who have experiences domestic abuse. The helpline is available 8am to 1pm. Monday to Friday on 0204 513 9990

National Domestic Abuse Helpline – REFUGE can be called free of charge and in confidence, 24 hours a day 0808 2000 247. The website provides guidance and support for potential victims, as well as those who are worried about friends and loved ones. It also has a form through which a safe time from the team for a call can be booked.

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

NSPCC: UK domestic-abuse Signs Symptoms Effects
Refuge: What is domestic violence/effects of domestic violence on children Safelives: Young people and domestic abuse.

4.8 Honour or faith-based abuse (including Female Genital Mutilation and forced marriage)

Honour or faith-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. We understand that this form of abuse often involves a wider network of family or community pressure and can include multiple perpetrators.

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs for non-medical reasons. It is illegal in the UK and a form of child abuse.

The Serious Crime Act 2015 (Home Office, 2015) introduced a duty on teachers (and other professionals) to notify the police of known cases of FGM where it appears to have been carried out on a girl under the age of 18. Our school operates in accordance with the statutory requirements relating to this issue, and in line with local safeguarding procedures.

Risk factors for FGM include:

- low level of integration into UK society
- mother or a sister who has undergone FGM
- girls who are withdrawn from PSHE
- a visiting female elder from the country of origin
- being taken on a long holiday to the country of origin
- talk about a 'special' procedure to become a woman

Indications that FGM may have already taken place may include:

- difficulty walking, sitting or standing and may even look uncomfortable.
- spending longer than normal in the bathroom or toilet due to difficulties urinating.
- spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- frequent urinary, menstrual or stomach problems.
- prolonged or repeated absences from school or college, especially with noticeable behaviour changes (for example, withdrawal or depression) on the girl's return
- reluctance to undergo normal medical examinations.
- confiding in a professional without being explicit about the problem due to embarrassment or fear.
- talking about pain or discomfort between her legs

A *forced marriage* is one entered into without the full consent of one or both parties. It is where violence, threats or other forms of coercion is used and is a crime. We will always report any concerns that a child may be or has been subjected to a forced marriage and will work with the appropriate agencies.

4.9 Mental health

We recognise that good mental health for all our children and staff is very important, and we understand the part our school plays in this. We work to develop the emotional wellbeing and resilience of all children and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which can increase someone's vulnerability and also protective factors that can promote or strengthen resilience. The more risk factors present in someone's life, the more protective factors or supportive interventions are needed to counter-balance these to promote resilience and keep children safe.

We understand that mental health issues can, on occasions, develop into safeguarding concerns. This could include self-harm, signs of an eating disorder, suicidal ideation or suicide. Equally, our staff are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. We understand that, where children have suffered abuse or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood.

Staff have four key roles:

- to promote good mental wellbeing
- observe pupils and identify early those who may be experiencing mental health problems or pupils at risk of developing one;
- ensure early targeted support is provided;
- Make referrals/liaise with specialist services where needed.

School staff are not expected or trained to diagnose mental health conditions but may notice behaviours that are of concern. Where staff have a mental health concern about a child that may also be a safeguarding concern, immediate action should be taken by logging it as an

incident on CPOMS and informing the designated safeguarding lead or a deputy as soon as possible. The safeguarding teams will work in partnership with parents/carers to support the wellbeing of our pupils. We expect parents/carers, if they have any concerns about the wellbeing of their child, to share this with us, so we can ensure that appropriate support and interventions can be identified and implemented.

4.10 Online safety

We recognise that our children are growing up in an increasingly complex world, living their lives on and offline. Whilst this presents many positive and exciting opportunities, we recognise it also presents challenges and risks, in the form of:

- **content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, misandry, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories
- **contact:** being subjected to harmful online interaction with other users or generative AI applications that simulate this; for example peer to peer pressure, commercial advertising as well as adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes;
- **conduct:** online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying including those generated using AI and online bullying,
- **commerce:** risks such as online gambling, inappropriate advertising, phishing and / or financial scams

All staff in our school are aware of the risks to children online. We understand any child can be vulnerable online, and that their vulnerability can vary according to age, developmental stage and personal circumstances. We aim to equip all our pupils with the knowledge they need to use the internet and technology safely, and we want to work with parents to support them to keep their children safe online.

Children must be safeguarded from inappropriate and potentially harmful content online. We have systems in school to filter information and block internet access to harmful sites and inappropriate content. These systems are monitored and regularly reviewed to ensure they are effective, and all staff are trained in online safety and how to report concerns.

For further detail refer to *E-Safety Policy.*

4.11 Children who are absent from Education

All children, regardless of their age, ability, aptitude and any special education needs they may have, are entitled to a full-time education. We recognise that good attendance begins with our school being somewhere our children want to be, and also that some children find it harder to attend school for a range of reasons. We will always try to understand underlying reasons for absence and will work collaboratively with other partners to support children to attend school

and to ensure that they receive the right help at the right time.

A child missing education is a potential indicator of abuse or neglect, and we follow the procedures for unauthorised absence and for children missing education. It is also recognised that, when not in school, children may be vulnerable to or exposed to other risks. We believe that early intervention to address absence from school is vital, so we work with parents/carers and other partners to keep children in school and remove any barriers to them accessing their education.

Parents should always inform us of the reason for any absence. Where this does not happen, we will attempt contact with parents (parents are required to provide at least two emergency contact numbers to the school, to enable us to communicate with someone if we need to). Where contact is not made, a referral may be made to another appropriate agency (Children Missing Education Team, Social Care and / or Police). Our school must inform the local authority of any pupil who has been absent without school permission for a continuous period of 10 days or more.

We work in accordance with the Essex Protocol for children who go missing during the school day (*see Appendix 3*).

4.12 Prevention of radicalisation

The Counter-Terrorism and Security Act (HMG, 2015) placed a duty on schools and other education providers. Under section 26 of the Act, schools are required, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

The Prevent Duty requires schools to:

- teach a broad and balanced curriculum which promotes spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life and must promote community cohesion
- be safe spaces in which children / young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas
- be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalised, they should discuss this with the Designated Safeguarding Lead, who has received training about the Prevent Duty and is able to support staff with any concerns. Prevent referrals are first assessed by police and may be passed to a multi-agency Channel panel.

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence;

- possessing illegal or extremist literature;
- out-of-character changes in dress
- behaviour and peer relationships; secretive behaviour;
- online searches or sharing extremist material;
- intolerance of difference;
- verbalising anti-Western or anti-British views.

Channel is a national programme which focuses on providing support at an early stage to individuals identified as vulnerable to being drawn into terrorism. If a child on roll at our school is referred to the Channel Panel, a representative from the school may be asked to attend a meeting to help with an assessment and support plan.

Our school operates in accordance with local procedures for PREVENT and with other agencies, sharing information and concerns as appropriate. Where we have concerns about extremism or radicalisation, we will seek advice from the Local Authority Education Prevent Lead or appropriate agencies and, if necessary, refer to the Police and / or Social Care.

5. Safeguarding procedures

Chigwell School recognises its role within the statutory multi-agency safeguarding arrangements for Essex. In line with *Keeping Children Safe in Education 2026* and *Working Together to Safeguard Children 2026*, the School works in partnership with safeguarding partners and other relevant agencies to help, support and protect children. The School will cooperate with and act in accordance with the published safeguarding arrangements of the Essex Safeguarding Children Partnership (ESCP), including local criteria, referral pathways and Family Help thresholds. All staff are expected to understand their responsibilities in identifying children who may benefit from early help, Family Help or statutory intervention and to follow the School's safeguarding procedures when concerns arise.

Our school works with key local partners to promote the welfare of children and protect them from harm. This may be a coordinated offer of community-based early help when additional needs of children are identified or contributing to inter-agency plans which provide additional 'Family Help' support through a Child in Need plan or at a Child Protection plan level.

All staff members have a duty to identify and respond to suspected or actual abuse or disclosures of abuse. Any member of staff, volunteer or visitor to the school who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred, must report it immediately to the Designated Safeguarding Lead (or, in their absence, the Deputy Designated Safeguarding Lead).

All action is taken in accordance with the following guidance:

- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2026)
- Early help and effective support - Essex Safeguarding Children Board
- Keeping Children Safe in Education (DfE, 2026)
- Working Together to Safeguard Children (DfE, 2026)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Any staff member or visitor to the school must refer any concerns to the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead. Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and / or the Police. Less urgent concerns or requests for support will be sent to the Children and Families Hub via Essex Effective Support. We may also seek advice from Social Care or another appropriate agency about a concern if we are unsure how to respond to it. Wherever possible, we will share any safeguarding concerns, or an intention to refer a child to another agency, with parents or carers. However, we will not do so where it is felt that to do so could place a child at greater risk of harm or may impede a criminal investigation. If it is necessary for an external agency to meet with a child in school, we will always seek to inform parents or carers, unless we are advised not to by that agency. On occasions, it may be necessary to consult with the Children and Families Hub and / or Essex Police for advice on when to share information with parents / carers.

Read alongside *Appendix 4 and 5.*

All staff understand that, if they continue to have concerns about a child, feel a concern is not being addressed or that a situation does not appear to be improving for a child, they should raise this with the Designated Safeguarding Lead.

Where an immediate response is required, and if for any reason the Designated Safeguarding Lead (or deputy) is not immediately available, this will not delay any appropriate action being taken. Safeguarding contact details are displayed around the school to ensure that all staff members have access to urgent safeguarding support, should it be required. Any individual may refer to Social Care where there is suspected or actual risk of harm to a child.

When new staff, volunteers or regular visitors join our school they are informed of the safeguarding arrangements in place, the name of the Designated Safeguarding Lead (and deputy/deputies) and how to share concerns with them. We also provide information on safeguarding to any visitor to our school, so they understand how to report a concern if they have one.

5.1 Responding to a disclosure

All staff who are made aware of an allegation of abuse, receive a disclosure, or have concerns that a child may be at risk of harm have a responsibility to act immediately.

Staff must:

- listen carefully to the child;
- provide reassurance without making promises that cannot be kept;
- record the child's account as accurately as possible using the child's own words where appropriate;
- limit any questioning to the minimum necessary to clarify what is being said;
- avoid asking leading questions or investigating the matter themselves; and
- explain that the information will need to be shared with the Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) in order to keep the child safe.

No member of staff should guarantee confidentiality to a child. Instead, children should be reassured that information will only be shared with those who need to know in order to help

and protect them.

5.2 CPOMS reporting procedures

All staff receiving a disclosure of abuse or noticing signs or indicators of abuse must record their concerns on CPOMS (Child Protection Online Monitoring System) as soon as possible and, wherever practicable, within 24 hours. Staff should record what was said or observed, using the child's own words wherever possible, together with the date, time, location and any actions taken. Where appropriate, a body map should be used to record visible injuries.

The Designated Safeguarding Lead and Deputy Designated Safeguarding Leads receive automatic notification of all safeguarding incidents recorded on CPOMS and will review the information, determine the appropriate course of action and ensure that all decisions and actions are recorded accordingly.

5.3 Children potentially at risk of greater harm and early help

Early help is support for children of all ages that improves a family's resilience and outcomes and reduces the chance of a problem escalating. The School recognises the importance of identifying concerns early and providing appropriate support as soon as a problem emerges at any point in a child's life. We work in partnership with the Essex Safeguarding Children Partnership and other relevant agencies to ensure that children and families receive the right help at the right time.

Staff are aware of the importance of being alert to the potential need for early help for any child. In particular, staff should be alert to children who:

- have special educational needs, disabilities or health issues;
- have a Child in Need Plan or Child Protection Plan, are looked after by the local authority, or have previously been looked after;
- require support for mental health or emotional wellbeing;
- are young carers;
- are pregnant and/or are parents themselves;
- have exhibited early signs of abusive, violent and/or harmful behaviour;
- have been repeatedly removed from the classroom, experienced multiple suspensions, are on a part-time timetable, or are at risk of permanent exclusion;
- have a parent or carer in custody or are affected by parental offending;
- are living in family circumstances presenting challenges such as drug or alcohol misuse, adult mental health difficulties or domestic abuse; or
- are misusing alcohol or other substances themselves.

5.4 Early help and family help

Where early help is appropriate, the Designated Safeguarding Lead (or deputy) will generally lead on liaising with other agencies and co-ordinating or contributing to an Early Help, Family Help or other multi-agency assessment as appropriate. Staff may be required to support other agencies and professionals in assessments and interventions and, in some cases, may act as the lead practitioner.

All such cases will be kept under constant review. Consideration will be given to a referral to Children's Social Care for statutory assessment if the child's circumstances do not appear to be improving or are becoming worse.

All staff understand the benefits of early intervention and their responsibility to identify emerging concerns, liaise with members of the pastoral team and share concerns with the Designated Safeguarding Lead as soon as possible and, wherever practicable, within 24 hours.

5.5 Statutory intervention

Where a child is suffering, or is likely to suffer, significant harm, it is essential that a referral to Children's Social Care (and, where appropriate, the Police) is made immediately. Referrals will be made in accordance with local safeguarding partnership procedures and the Local Authority's referral arrangements.

5.6 Child in need

Under section 17 of the Children Act 1989, a child in need is a child who is unlikely to achieve or maintain a reasonable standard of health or development, or whose health or development is likely to be significantly impaired without the provision of services, or a child who is disabled.

Local authorities are required to provide services for children in need in order to safeguard and promote their welfare. Children in need may be assessed under section 17 of the Children Act 1989 and may require support from a range of services working together with the child and their family.

5.7 Child protection plans

Under section 47 of the Children Act 1989, local authorities have a duty to make enquiries where they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. These enquiries enable the local authority to determine whether action is required to safeguard and promote the child's welfare.

Such enquiries may arise where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation (FGM), so-called honour-based abuse, forced marriage, child criminal exploitation, child sexual exploitation, serious violence, radicalisation, and other extra-familial harms.

5.8 Escalation and professional challenge

The School recognises that effective safeguarding requires robust multi-agency working and that there may be occasions when professionals disagree about the appropriate response to concerns about a child. Where the School believes that a referral, assessment, decision or safeguarding plan made by Children's Social Care or another safeguarding partner does not adequately recognise the level of risk, promote the child's welfare, or provide appropriate support, the School will respectfully and professionally challenge those decisions. Such challenge will be evidence-based, focused on the child's best interests and undertaken in accordance with local safeguarding partnership escalation procedures. Staff should remain professionally curious and persist in seeking support where they believe a child remains at risk of harm.

6. Training

6.1 Designated Safeguarding Lead (DSL) and Deputy DSLs

The Designated Safeguarding Lead (DSL) and any Deputy DSLs will undertake Level 3 Child protection training at least every two years to provide them with the knowledge and skills required to carry out their role. In accordance with statutory guidance, this training will be updated at least every two years and will include inter-agency working, child protection procedures, information sharing, early intervention, multi-agency safeguarding arrangements, online safety, child exploitation, and managing safeguarding concerns. The DSL and Deputy DSLs will also undertake regular safeguarding updates and continuing professional development to ensure their knowledge and skills remain current and reflect local and national safeguarding developments.

6.2 Staff Training

All staff, including teaching staff, support staff, temporary staff, supply staff, volunteers and contractors who work regularly with children, will receive safeguarding and child protection training at induction and regular updates thereafter. Training will be aligned with current safeguarding legislation, local safeguarding partnership procedures and Keeping Children Safe in Education (KCSIE).

All staff are required to:

- Read and understand Part One of *Keeping Children Safe in Education 2026*.
- Complete iHASCO Level 2 safeguarding and child protection training and Prevent Duty training.
- Participate in annual safeguarding updates and training delivered by the School.
- Attend the annual September safeguarding and KCSIE update session.
- Receive regular safeguarding updates throughout the year via staff meetings, emails, bulletins and other communications.
- Understand the indicators of abuse, neglect, exploitation, child-on-child abuse, serious violence, mental health concerns and children who may require early intervention or Family Help.
- Receive training on managing reports of child-on-child sexual violence and sexual harassment.
- Receive training on online safety, including filtering and monitoring responsibilities and the safeguarding risks associated with technology.
- Understand their safeguarding responsibilities, including professional curiosity, information sharing, recording concerns and making referrals in accordance with School procedures.
- The School maintains a record of safeguarding training undertaken by all staff.

6.3 Governor Training

The Governors will receive appropriate safeguarding and child protection training at induction and at regular intervals thereafter. This training will equip Governors with the knowledge required to provide strategic oversight of safeguarding arrangements, understand their

statutory responsibilities, monitor safeguarding effectiveness and ensure compliance with relevant legislation and guidance, including Keeping Children Safe in Education.

The Governor with lead responsibility for safeguarding will receive additional training appropriate to their role. Records of safeguarding training undertaken by Governors will be maintained by the School.

6.4 Induction and safeguarding awareness

All new staff, Governors, volunteers and temporary staff will receive safeguarding induction before commencing work with children or as soon as reasonably practicable thereafter.

As part of induction, individuals will be provided with access to and expected to read:

- The Chigwell Safeguarding and Child Protection Policy.
- Part One of *Keeping Children Safe in Education 2026*.
- The Staff Code of Conduct.
- The Whistleblowing Policy.
- The Behaviour and Sanctions Policy.
- The Children Absent from Education Polic
- The Online Safety Policy.

Induction training will include:

- Information regarding the identity and role of the Designated Safeguarding Lead and Deputy DSLs.
- The School's safeguarding systems and procedures, including the reporting of concerns on CPOMS.
- Staff responsibilities for safeguarding and promoting the welfare of children.
- Early intervention and Family Help processes.
- Online safety, filtering and monitoring expectations.
- Professional curiosity and information sharing responsibilities.
- The management of safeguarding concerns, including allegations against staff and low-level concerns.
- How to respond to disclosures and concerns relating to child-on-child abuse, exploitation, serious violence, extremism and radicalisation.
- In the Early Years Foundation Stage (EYFS), safeguarding training and supervision arrangements will enable staff to discuss safeguarding matters, reflect on practice and identify further training needs.

Read alongside *Appendix 2.*

7. Information sharing, confidentiality and records

7.1 Sharing information

This is a vital part of safeguarding work and we understand how important it is and its role in safeguarding arrangements. We will always use our professional judgement to ensure that information shared is focused and proportionate and we are signed up to the Education and Learning Information Sharing Protocol which includes how to share and receive information

for safeguarding purposes.

We understand that no individual knows everything about a child or family. Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Laws place duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information, where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life, would not prevent sharing information where there are real safeguarding concerns. Fears about sharing information cannot (and will not) stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and are regularly reviewed; and our online school privacy notices accurately reflect our use of data for child protection purposes.

Information sharing can help to ensure that a child receives the right help at the right time and can prevent a concern from becoming more serious and difficult to address

7.2 Confidentiality

A member of staff will never guarantee confidentiality to anyone (including parents/carers or pupils) about a safeguarding concern, nor promise to keep a secret. In accordance with statutory requirements, where there is a child protection concern, this must be reported to the Designated Safeguarding Lead (or deputy) and may require further referral to and subsequent investigation by appropriate authorities.

In some cases, it may be necessary for the Designated Safeguarding Lead (or deputy) to share information on individual child protection cases with other relevant staff members. This will be on a 'need to know' basis only and where it is in the child's best interests to do so.

7.3 Child Protection Records

Accurate, confidential and contemporaneous record keeping is an essential part of effective safeguarding practice. The School recognises the importance of recording and retaining information relating to child protection and welfare concerns in order to support decision-making, information sharing and the protection of children.

Any member of staff receiving a disclosure of abuse, identifying a safeguarding concern or observing signs or indicators of abuse, neglect or exploitation must record their concerns on CPOMS as soon as possible. Records should include a clear, factual account of what was observed, disclosed or reported, together with the date, time, location, the people involved and any action taken. Where appropriate, a body map may be used to record injuries or physical concerns.

The Designated Safeguarding Lead (DSL) or Deputy DSL will review all safeguarding concerns recorded on CPOMS and determine the appropriate course of action. All decisions, actions and outcomes will be recorded within the safeguarding record.

Safeguarding and child protection records are maintained electronically within the School's secure CPOMS system and are kept separate from the main pupil record. Where hard copy

safeguarding records or supporting documentation exist, they are stored securely in locked facilities with access restricted to authorised safeguarding staff. Access to safeguarding information is limited to those who have a legitimate professional need to know.

All safeguarding records are managed in accordance with data protection legislation, statutory guidance and the School's records retention schedule.

7.4 Transfer of Child Protection Records

Where a pupil transfers to another school, college or educational setting, the School will ensure that the child's safeguarding records are transferred to the receiving setting in accordance with statutory guidance. Where possible, safeguarding records will be shared in advance of the pupil's start date to enable appropriate planning and support arrangements to be put in place. For in-year transfers, the School will aim to transfer safeguarding records within five working days of receiving confirmation of the new placement.

When determining what information should be transferred, the DSL will consider:

- the relevance of the information, including any ongoing safeguarding risks;
- what information is necessary for the receiving setting to know in order to safeguard and support the child effectively; and
- whether the information is clearly presented and appropriately contextualised.

The School will obtain confirmation that the safeguarding records have been received securely by the receiving setting. Where appropriate, the DSL will liaise directly with the receiving school's safeguarding lead prior to the transfer in order to ensure that suitable support and risk management arrangements are in place when the child arrives.

Following transfer, the pupil's safeguarding record on CPOMS will be archived. Any hard copy safeguarding records held by the School will be securely destroyed once confirmation of safe receipt has been obtained and there is no longer a legitimate reason for retention. Where a pupil leaves the School and no transfer of safeguarding records is required, the pupil's safeguarding record will be archived on CPOMS . Any hard copy safeguarding records will be retained securely and confidentially until and retained securely until the individual's 25th birthday, before being disposed of securely.

Where a pupil joins the School, the DSL will request safeguarding and child protection records from the previous educational setting. If records are not received within an appropriate timescale, the DSL will take reasonable steps to follow up the request.

Where transferred information identifies risks to the child or others, including concerns relating to violence, harmful behaviour, criminal exploitation, or the previous carrying, threatening with, or use of a knife or other weapon, the DSL will undertake a risk assessment and, where necessary, implement an appropriate safety and support plan prior to or upon the pupil's arrival.

8. Multi-agency working

We understand the importance of agencies working together to keep children safe, and there

is a legal requirement to do so.

We work with other relevant agencies such as Social Care, Police and mental health services to support children and keep them safe. This includes where a child in our school (or sometimes who was previously with us) has a Child in Need, Child Protection or Care Plan. Where this is the case, it is the responsibility of the Designated Safeguarding Lead to ensure our school is represented at, and that a report is submitted to, any statutory meeting called. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). The member of staff attending the meeting will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions.

When a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and mental health. We take these needs into account when making plans to support pupils who have a social worker. If a child is subject to a Care, Child Protection or a Child in Need plan, the Designated Safeguarding Lead will have oversight of their school attendance, emotional wellbeing, academic progress, welfare and presentation. We will report on the child's progress in school, and any concerns about them will be shared at the meeting, unless to do so would place them at risk of harm. In this case the Designated Safeguarding Lead would speak with the child's key-worker outside of the meeting, and as soon as there is a concern. Children with a Social Worker

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9. Managing allegations and professional conduct

9.1 Allegations against staff.

We ensure all staff members (including agency staff) are made aware of the boundaries of appropriate behaviour and conduct. These matters form part of staff induction and are outlined in our Staff Code of Conduct. All staff are regularly reminded of this through updates and training, and are also informed about our Whistleblowing Policy.

Keeping Children Safe in Education (DfE 2026) and the SET procedures (ESCB 2026) set out the procedures in respect of allegations against an adult working with children (in a paid or voluntary capacity). These procedures should be followed where an adult* has:

- behaved in a way that has harmed a child, or may have harmed a child and/or
- possibly committed a criminal offence against or related to a child, and/or
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children

  **the adult could be anyone working in school including building contractors, supply teachers, trainee teachers and volunteers.*

Any concerns about an adult in our setting should be reported to the Head, who will then decide how to take this forward. In some cases, it might not be clear whether an incident constitutes an allegation. If this is the case, it will be necessary for us to explore the concerns

to establish some facts – this initial fact-finding is not an investigation, it is to clarify information and to direct our response to the concern.

Where an allegation against a member of staff is received, and it is felt that any of the above criteria apply, the SET procedures (ESCB, 2026) require this to be reported to the Duty Local Authority Designated Officer (LADO) at the Essex Children's Workforce Allegations Team at LADO@essex.gov.uk. We may not carry out any investigation before a Children's Workforce Allegations Team referral has been made.

In the event of an allegation relating to the conduct and behaviour of an agency member of staff, the Head (or deputy) will liaise with the agency, while following due process, to facilitate a joint investigation or enable the agency to move this forward. Where concerns or allegations relate to a trainee teacher placed within the school, the expectations set out above also apply. In addition, teacher training providers are expected to follow the same procedures as set out for supply agencies.

Any concern relating to the Head should be reported directly to the Chair of Governors, who will refer the matter to the Children's Workforce Allegations Team.

Staffing matters are confidential and the school operates within a statutory framework around Data Protection. We do not share information about any individual staff member with anyone other than appropriate statutory agencies.

9.2 Low Level Concerns about Staff

The term 'low-level' concern does not mean it is insignificant, it means the behaviour does not meet the threshold for referral to the LADO. Example behaviours include: being overfriendly with children; having favorites; taking photographs of children on a mobile phone; engaging with a child one-to-one in a secluded area or behind a closed door; or using inappropriate sexualised, intimidating or offensive language.

Low-level concerns should be recorded in writing, including the name of the individual raising the concern, details of the concern, context, and action taken. Records are kept confidential and securely held in CPOMS.

The purpose of the Low Level Concerns Policy is to create and embed a culture of openness, trust and transparency through which the School's values and expected behaviour as set out in the Staff Code of Conduct are constantly lived, monitored and reinforced by all staff.

Concern about:	**Report to:**
Staff DSL Supply staff Trainee Teachers Volunteers Contractors	Head

Head	Chair of Governors OR Safeguarding Governor

Low-level concerns will be recorded in writing, treated confidentially, and stored securely in accordance with the Data Protection Acts. Records will be retained, reviewed and managed in line with the School's low-level concerns procedures and relevant safeguarding guidance.

9.3 Whistleblowing

All staff, volunteers and members of the wider school community should feel able to raise concerns about poor, unsafe or inappropriate practice and be confident that such concerns will be taken seriously and addressed appropriately by the School. The procedures for raising concerns are set out in the School's Whistleblowing Policy.

Where a member of staff feels unable to raise a concern internally, or believes that their concern has not been addressed appropriately, they may contact the NSPCC Whistleblowing Advice Line on 0800 028 0285 or by email at help@nspcc.org.uk.

Parents, pupils and other members of the wider school community who have safeguarding concerns may raise these directly with the School or seek advice from the NSPCC Helpline on 0808 800 5000 or by email at help@nspcc.org.uk.

10. Behaviour, safety and the school environment

10.1 Behaviour Policy

Our Behaviour Policy sets out our approach to behaviour for all children and also for those with more difficult or harmful behaviour. We recognise there are some children who have needs that require additional support and a more personalised approach and we always consider all behaviour, and our response to it, in the context of safeguarding.

10.2 Reasonable Force

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control, restrain or direct a child. There are circumstances in which it is appropriate for staff to use reasonable force to safeguard children and young people, prevent injury, prevent serious damage to property, or maintain good order and discipline. Examples may include guiding a child to safety, preventing a child from causing harm to themselves or others, or separating pupils involved in a fight.

Reasonable means using no more force than is necessary in the circumstances. Any use of reasonable force must be proportionate, necessary and in the best interests of the child. The School recognises that any use of reasonable force should be considered within a safeguarding context and, wherever possible, should be employed in a manner that minimises distress and preserves the dignity of the child.

The School works in accordance with the Department for Education's *Use of Reasonable Force and Other Restrictive Interventions Guidance* (DfE, 2026). Any incident involving the use of reasonable force will be recorded, monitored and reviewed as appropriate.

For further information refer to *Restrictive Interventions, Including Use of Reasonable Force Policy*.

10.3 Mobile Phones
In line with the Mobile phones in schools (DfE 2026), our school is a phone-free environment

For further information refer to *Mobile Phone Policy.*

10.4 Generative Artificial Intelligence (AI)
The School recognises that generative AI tools may be used by staff and pupils to support teaching, learning and administrative tasks. Any use of AI must be safe, lawful, age-appropriate and consistent with the School's safeguarding, data protection, online safety and acceptable use requirements. Staff and pupils must not share personal, confidential or safeguarding-related information with AI systems and should be aware of the potential risks associated with inaccurate, biased or inappropriate AI-generated content.

Further guidance on the safe and responsible use of AI is set out in the School's Academic Integrity Policy

10.5 Visiting speakers
Chigwell School recognises that visiting speakers can make a valuable contribution to pupils' education and personal development. Any member of staff wishing to invite a visiting speaker must obtain prior approval from the Headmaster, Deputy Head, Head of Prep School or another designated senior leader.

A proportionate risk assessment will be undertaken before a visiting speaker is invited into School. This may include reviewing the speaker's background, organisation, intended content and, where appropriate, requesting presentation materials in advance. Any safeguarding checks considered necessary will be completed.

Visiting speakers must support the School's values and must not promote extremist views, discrimination, intolerance, hatred or unlawful activity. In line with the Prevent Duty, the School will take reasonable steps to ensure that pupils are able to critically evaluate information presented to them and consider different viewpoints in a safe and balanced manner

All visiting speakers will be appropriately supervised whilst on site and will be required to provide photographic identification and comply with the School's visitor procedures. A record of visiting speakers will be maintained in accordance with the School's Data Protection Policy

10.6 Use of premises by external providers
Where Chigwell School permits external organisations, clubs or other providers to use its premises, those providers are responsible for ensuring that they have appropriate safeguarding and child protection arrangements, including safer recruitment procedures, in place.

The School will undertake appropriate checks before agreeing to the use of its premises and expects all providers to operate in a manner consistent with the School's safeguarding

expectations and commitment to pupil welfare.

Where safeguarding concerns arise in relation to an external provider, the School will follow its safeguarding and child protection procedures and, where appropriate, share information with relevant agencies, including Children's Social Care, the LADO or the police.
The welfare of children remains paramount, and the School will take appropriate action whenever safeguarding concerns arise

11. Teaching Pupils About Safeguarding and Online Safety

11.1Safeguarding education

Chigwell School is committed to promoting pupils' safety, wellbeing and personal development through a broad and balanced curriculum. Safeguarding education is delivered through the School's Wellbeing curriculum (formerly PSHE), including Relationships, Sex and Health Education (RSHE), assemblies, pastoral programmes, awareness campaigns and other age-appropriate learning opportunities.

In accordance with statutory RSHE guidance and KCSIE 2026, pupils are taught about a wide range of safeguarding issues healthy and respectful relationships, consent, boundaries, equality, diversity and inclusion, mental health and wellbeing, prejudice and discrimination, child-on-child abuse, sexual harassment and sexual violence, exploitation, grooming, coercion, domestic abuse, forced marriage, female genital mutilation (FGM), so-called honour-based abuse, radicalisation and extremism.

Through the curriculum, pupils are encouraged to develop resilience, recognise risk, make informed decisions and know how and where to seek help. Pupils are taught how to recognise when something is wrong, unsafe or makes them feel uncomfortable, and are encouraged to report concerns promptly to a trusted adult, including their tutor, Housemaster/ Housemistress, Head of Year, School Counsellor, DSL or any other member of staff. They are regularly reminded that they can seek support for themselves or on behalf of a friend

11.2 Online safety education

Online safety is an integral part of safeguarding education and is embedded throughout the curriculum. The School recognises that technology presents both significant opportunities and potential risks and is committed to equipping pupils with the knowledge, skills and confidence to use technology safely, responsibly and respectfully.

Teaching reflects the four categories of online risk identified in statutory guidance:

- **Content**: exposure to illegal, inappropriate or harmful material, including pornography, extremist content, misinformation and harmful online challenges.
- **Contact**: harmful interactions with others online, including grooming, exploitation, coercion and individuals posing as someone they are not.
- **Conduct**: online behaviours that may cause harm, including cyberbullying, harassment, the sharing of nudes and semi-nudes, and inappropriate use of social media.

- **Commerce**: online gambling, financial scams, phishing, identity theft and other forms of online fraud.

Through its RSHE, Wellbeing and Online Safety curriculum, Chigwell School educates pupils about healthy relationships, consent, respectful behaviour, digital responsibility and the risks associated with creating, requesting, possessing or sharing nude or semi-nude images. Pupils are taught about the potential emotional, social, safeguarding and legal consequences of sharing such images, and are encouraged to seek help from a trusted adult if they are concerned about themselves or another child.

The School promotes a culture in which pupils understand that online behaviour can have real-world consequences. Through the curriculum, pupils learn how to identify and manage risk, including recognising unsafe online situations, understanding the risks posed by their own and others' online behaviour, evaluating online content critically, and considering the impact of their digital footprint and online reputation. Pupils are taught about privacy, respectful communication, healthy online relationships and the responsible use of technology.
Pupils are encouraged to discuss concerns openly and are regularly reminded of the importance of speaking to a trusted adult if something online makes them feel worried, uncomfortable or unsafe. They are taught how to seek support and report concerns about themselves or others.

The School uses appropriate filtering and monitoring systems to help protect pupils from harmful online content and behaviour. These measures support, but do not replace, the need for effective online safety education. Recognising that many pupils access technology beyond the school environment, Chigwell School works in partnership with parents and carers to promote safe online behaviours both at home and at school. Further information is set out in the School's E-Safety Policy, Acceptable Use Agreements and related safeguarding procedures

12. Online safety

12.1 Filtering and monitoring

Filtering refers to the technology used to restrict access to harmful, inappropriate or illegal online content. Monitoring refers to the oversight and processes in place to identify and respond to concerning online activity, helping to safeguard pupils and support their wellbeing.

The School has appropriate filtering and monitoring systems in place in accordance with *Keeping Children Safe in Education (KCSIE) 2026* and the Department for Education's *Filtering and Monitoring Standards for Schools and Colleges*. The School uses iBOSS to provide filtering and monitoring across its network and school-owned devices.

These systems are designed to:

- protect pupils from accessing illegal, inappropriate or harmful content;
- reduce the risk of harmful online interactions, including exploitation, bullying and abuse;
- identify online behaviours that may indicate a safeguarding concern or increased vulnerability; and

- support the School's wider safeguarding responsibilities by enabling early identification and intervention.

The School ensures that filtering and monitoring arrangements apply to all school-owned devices, including those used off-site, so that appropriate safeguards remain in place wherever devices are accessed. Pupils are regularly reminded that they should access the internet through the School's filtered and monitored Wi-Fi network rather than through personal mobile data services (3G, 4G or 5G), which fall outside the School's filtering arrangements. Parents are also encouraged to promote safe online behaviour at home and to supervise their child's use of personal devices and mobile data services.

The School's monitoring systems provide real-time alerts when potentially unsafe, harmful or concerning online activity is detected. The Designated Safeguarding Lead (DSL), members of the Senior Leadership Team, and designated IT personnel receive alerts during the school day relating to searches or activity that may indicate a safeguarding concern, enabling prompt assessment, proportionate intervention and support where required.

In addition, the DSL receives and reviews a weekly safeguarding report through Fastvue, which is used to identify emerging trends, patterns of behaviour and individual concerns that may require further investigation, support or intervention. Any safeguarding concerns identified through filtering and monitoring are managed in accordance with the School's safeguarding procedures and recorded on CPOMS where appropriate.

The School undertakes a formal review of the effectiveness of its filtering and monitoring arrangements at least annually. This review is led by the senior leader responsible for filtering and monitoring, in partnership with the DSL and IT support staff. Reviews include testing and verification that filtering and monitoring systems are operating effectively across all internet-enabled devices and relevant locations, with records maintained of the review process and any actions taken.

All staff receive regular safeguarding and online safety training, including training on the role and importance of filtering and monitoring systems, the risks posed by ineffective filtering and monitoring, and the procedures for reporting concerns. In addition, all staff undertake annual cybersecurity training to support the safe and secure use of technology and to strengthen the School's overall safeguarding culture.

12.2 Cybercrime

Cybercrime is criminal activity committed using computers, digital devices and/or the internet. It is broadly categorised as either cyber-enabled crime (offences which can take place offline but are enabled or amplified through technology) or cyber-dependent crime (offences that can only be committed through the use of technology).

Examples of cyber-dependent crime include:

- unauthorised access to computers or networks ('hacking');
- denial of service (DoS or DDoS) attacks designed to disrupt online services;
- creating, supplying or obtaining malware, including viruses, spyware, ransomware, botnets and remote access tools; and

- other offences involving the misuse of computers, networks or digital systems.

The School recognises that pupils with a particular aptitude, skill or interest in computing and technology may, either deliberately or inadvertently, become involved in cyber-dependent activity. Staff should be alert to signs that a child may be at risk of engaging in unlawful online activity and report any concerns to the Designated Safeguarding Lead (DSL).

Where appropriate, the DSL may consider a referral to the Cyber Choices programme, a national initiative led by the National Crime Agency and policing partners which aims to divert young people away from cyber-dependent offending and encourage the positive use of their skills and interests.

The School also recognises that cybercrime may form part of wider safeguarding concerns, including child criminal exploitation and, as highlighted in KCSIE 2026, financial exploitation, such as online fraud, scams, phishing, identity theft, or the misuse of a child's bank account or digital devices for criminal purposes. Such concerns will be considered within the context of the School's safeguarding procedures.

Further guidance can be found through the Cyber Choices programme and National Police Chiefs' Council (NPCC) guidance on when to involve the police.

12.3 Sharing Nudes and Semi nudes

Chigwell School recognises that the creation, possession or sharing of nude or semi-nude images (photos, videos or live streaming) by children is always a safeguarding concern and all incidents will be reported to the Designated Safeguarding Lead (DSL) or a Deputy DSL without delay. The School will respond to all incidents in a proportionate, child-centred manner, taking account of the age of the pupils involved, the nature of the incident, any evidence of coercion, exploitation, abuse or harmful sexual behaviour, and the wider context in which the incident occurred.

Staff must not view nude or semi-nude images Any response will be guided by statutory guidance and informed by a risk and needs assessment undertaken by the DSL.

The School recognises that incidents involving nudes and semi-nudes may be associated with wider safeguarding concerns, including child-on-child abuse, sexual harassment, sexual violence, grooming, exploitation, coercion, online abuse, domestic abuse, mental health difficulties and harmful sexual behaviour. Referrals to Children's Social Care, the Police or other agencies will be made where appropriate.

Further guidance is contained within the School's Child-on-Child Abuse Policy, E-Safety Policy and related safeguarding procedures.

Further information:
Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK

Advice provided by the NSPCC: https://www.nspcc.org.uk/preventing-

13. Safer Recruitment

The School is committed to maintaining robust safer recruitment procedures to help prevent unsuitable individuals from working with children. All members of the teaching and non-teaching staff, including part-time, temporary, agency and supply staff, visiting specialists such as peripatetic music teachers and sports coaches, as well as volunteers, are subject to the appropriate statutory safeguarding and pre-employment checks before commencing work. These checks include verification of identity, right to work checks, references, employment history, qualifications (where appropriate), medical fitness, and any additional overseas checks required. In line with KCSIE 2026, an enhanced Disclosure and Barring Service (DBS) check, including children's barred list information where appropriate, will be undertaken for staff and volunteers in accordance with their role and level of contact with children. A DBS certificate will be obtained before, or as soon as practicable after, appointment. Where an individual subscribes to the DBS Update Service and provides consent, the School may carry out an online status check instead of obtaining a new certificate. The School will also undertake online searches of shortlisted candidates as part of its due diligence process to identify any incidents or issues that are publicly available online which may be explored further during the recruitment process. Volunteers will receive appropriate safeguarding information and are expected to follow the School's safeguarding policies and procedures at all times.

Further details of the School's safer recruitment procedures, including the recruitment, supervision and vetting of volunteers, can be found in *the School's Safer Recruitment Policy*

14. Other safeguarding arrangements

14.1 Looked after and previously looked after children

Chigwell School recognises that children who are looked after, previously looked after, or who have left care through adoption, special guardianship orders or child arrangements orders may have experienced significant adversity and can be more vulnerable to poor educational outcomes, social, emotional and mental health difficulties, and safeguarding risks. Staff should be particularly alert to the needs of these children and ensure that they receive appropriate support and protection.

The Designated Safeguarding Lead (DSL) will work closely with the local authorities, carers, parents and other professionals to promote the child's welfare, educational progress and wider wellbeing. The School will take account of any care, placement or support plans and will ensure that relevant information is shared appropriately to safeguard and support the child.

The School recognises that looked after and previously looked after children may continue to require additional support and that their individual needs should be considered within all safeguarding and pastoral arrangements.

14.2 Use of school premises by external providers

Where the School permits out-of-school providers, clubs, organisations or activities to operate on its premises, those providers are responsible for maintaining their own safeguarding and

child protection policies, procedures and safer recruitment practices in accordance with relevant legislation and guidance.

The School expects all external providers using its premises to take appropriate steps to safeguard and promote the welfare of children and to operate in a manner consistent with the School's safeguarding expectations.

Where the School has safeguarding concerns relating to an external provider, the School will follow its own safeguarding and child protection procedures and may share concerns with the appropriate authorities. This may include making a referral to the local authority, the Local Authority Designated Officer (LADO), or any other relevant agency where concerns relate to the conduct of adults working with children or the safety and welfare of pupils.

The fact that an organisation operates independently of the School does not prevent the School from taking appropriate action where safeguarding concerns arise. The welfare of children remains paramount, and the School will work with relevant agencies to ensure that any concerns are addressed appropriately.

14.3 Private Fostering

A private fostering arrangement occurs when a child under the age of 16 (or under 18 if disabled) is cared for and accommodated by someone who is not a parent, person with parental responsibility or a close relative, for a period of 28 days or more.

Parents and private foster carers have a legal duty to notify the relevant local authority of the arrangement. Notification should normally be made at least six weeks before the arrangement begins, or immediately if the arrangement is made in an emergency.

Any member of staff who becomes aware of, or suspects, that a pupil is being privately fostered must inform the Designated Safeguarding Lead (DSL) without delay. The DSL will make enquiries as necessary and, where appropriate, notify the local authority so that the arrangement can be assessed and monitored in accordance with statutory requirements.

As part of the admissions process and ongoing safeguarding arrangements, Chigwell School will take reasonable steps to establish the relationship between a child and the adults with whom they live and will remain alert to situations that may indicate a private fostering arrangement.

14.4 Young carers

Our staff should be alert to the needs of young carers, recognising that caring responsibilities can impact on their attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure young carers receive support at the right time and by the appropriate services including additional support from external partners, or local authority and health services.'

Young carers are identified through safeguarding concerns raised by staff, discussions with pupils and parents, pastoral monitoring, attendance and wellbeing information, and information shared by external agencies. Concerns relating to a pupil's caring responsibilities

should be recorded on CPOMS and reviewed by the Designated Safeguarding Lead and pastoral team. Where appropriate, pupils identified as young carers are recorded and monitored to ensure their needs are understood and support is coordinated. Support may include regular pastoral check-ins, wellbeing support, flexibility around academic demands where appropriate, signposting to external services, and liaison with parents and other professionals. The DSL acts as the point of contact for young carers and works with relevant external agencies, including local authority and health services, to ensure pupils receive timely and appropriate support.

14.5 Safeguarding Children with Medical Conditions

The School recognises that children and young people with medical conditions may be more vulnerable and require additional support to ensure their safety, wellbeing and full participation in school life. Staff should be aware that a medical condition may make a child more susceptible to neglect, abuse or exploitation and should remain professionally curious where concerns arise.

An incident relating to the management of a pupil's medical condition, including allergies, would not in itself normally require a referral to local safeguarding partners. However, a safeguarding concern may arise where an incident suggests that a child is at increased risk of harm because of their medical condition. This may include situations where relevant medical information is withheld from the School, where a pupil is repeatedly sent to school without essential medication, treatment or equipment, or where a parent or carer fails to take reasonable steps to meet the child's medical needs, placing them at risk.

Any concerns that a pupil's medical needs are not being appropriately met, or that a medical condition may be contributing to wider safeguarding concerns, should be reported promptly to the Designated Safeguarding Lead (DSL) in accordance with the School's safeguarding procedures. Such concerns will be considered alongside any other information known about the child, and appropriate action will be taken, including referrals to external agencies where necessary.

Staff should also work closely with parents, healthcare professionals and the School's pastoral and safeguarding teams to ensure that pupils with medical conditions receive appropriate support and that any emerging concerns are identified and addressed at an early stage.

14.6 Home Stays and Exchange Visits

The School will ensure that appropriate assurances have been obtained, in writing, from the host school to confirm that there are no safeguarding concerns regarding host families. This will be obtained before a visit and further safeguarding checks will also be in place during the exchange, including pupils being seen by a member of staff each day, pupils having access to a mobile phone and signal with staff contact details and being clear on how to report any concerns they might have. The School will carry out enhanced DBS and barred list checks for the adults in the household who are responsible for the visiting child coming to the UK. If there are other individuals in the family aged over sixteen living in the home, then the School will decide whether to carry out an enhanced DBS check for them.

14.7 Use of Mobile Phones, Devices and Cameras in the Pre Prep School (Including EYFS)

The School has an EYFS Policy & Protocol for Use of Cameras and Mobile Phones in the Pre Prep. Children's safety and welfare is paramount. All children in the Reception classes have their photographs taken to provide evidence of their achievements for developmental records. Photographs may be taken of indoor and outdoor play by staff and displayed in albums or in a child's development records for children and parent/carers to look through. These photographs are taken using school cameras and not mobile phones.

Staff, visitors, volunteers and students are not permitted to use their personal mobile devices or cameras to take or record any images of children at any time in the Pre Prep School. School cameras must be used on external visits and staff who wish to take photographs or videos of pupils must first speak with the Head of Pre Prep to obtain her approval before taking any image of a pupil. Staff who act in breach of this may be subject to disciplinary action. Parents are not permitted to use their mobile phones or cameras in or around the Pre Prep setting without prior approval from the Head of Pre Prep.

14.8 Photos on Social Media

We accept that on occasions in parts of the School, staff and parents/carers may record sports day, outings, Christmas and fundraising events by video or taking photographs but always in full view of all attending. Parents/carers are reminded that they must not upload any images or videos of children onto any social networking media site or other web-based forums.

14.9 Alternative Provisions

When the School places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of the pupil and should be satisfied that the placement meets the pupil's needs.

For and on behalf of the Governors
D.A.P. King

Appendix 1: Role of the Designated Safeguarding Lead

The broad areas of responsibility for the designated safeguarding lead are:

Managing Referrals

The DSL will:

- Refer all cases of suspected abuse to the local authority children's social care and:
  - The designated officer(s) for child protection concerns (all cases which concern a staff member),
  - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
  - Police (cases where a crime may have been committed)
- Support staff who make referrals to the local authority Children's Social Care
- Refer cases to the Channel programme where there is a radicalisation concern as required
- Support staff who make referrals to the Channel programme
- Liaise with the Headmaster to inform him of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and Police investigations.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Responsibility for online safety.
- Be aware of pupils who have a social worker.
- Attend Child in Need meetings with Social Services.

Training

The DSL should receive appropriate training carried out every two years in order to:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Safeguarding and Promoting Children's Welfare Policy and procedures, especially new and part time staff.
- Be alert to the specific needs of children in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.
- As and when trends arise, safeguarding training will be organised for staff, pupils and parents.

Raising Awareness

The DSL should:

- Ensure the school policies are known and used appropriately.
- Ensure the school's Safeguarding Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body regarding this.
- Ensure the Safeguarding Policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff.
- Link with the local Safeguarding Partnerships to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- The DSL has a supervisor (meeting 10 times throughout the academic year for 2 hourly online meetings) to discuss any safeguarding issues and seeks advice confidentially.
- A Safeguarding Team meeting is held twice a term; the safeguarding governor attends the first half but leaves once pupils are to be discussed.
- The Safeguarding Lead and/or deputies attend a termly forum organised by the Head of Education Safeguarding and Wellbeing for Essex.
- A school-wide approach to preventative education is key in preparing students for life in modern Britain; it creates a culture of zero tolerance to various forms of prejudice including sexism, racism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour or other forms of physical violence and conflict.

Child Protection Files

- Where children leave the School, the DSL will ensure their child protection file is securely transferred to the new school or college within five days for an in-year transfer or before the start of the new term. This file will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained, In addition, the DSL will share information proactively with the new school to enable support to be in place when the child arrives and to ensure that key staff such as the SENCO are aware of any needs.
- On receiving a child protection file, the DSL will ensure that key staff are aware of the pupil's needs as required, including the SENCO.
- Child protection files will otherwise be retained and disposed of in accordance with the School's policies concerning data protection and retention of records at the age of 25.

Appendix 2: Child Safeguarding and Promoting Children's Welfare Policy Induction Checklist

This is now provided electronically as a Microsoft Form

I have attended an induction session on Child Protection Procedures and, as a result, I am familiar with the contents of the following documents:

- Child Protection and Safeguarding Policy
- Staff Code of Conduct
- The Whistleblowing Policy
- Staff ICT Acceptable Use Policy
- Staff Use of Social Media Policy
- Low Level Concerns Policy
- The Children Absent from Education Policy

In addition, I am aware of:

- Procedures for Child Protection at Chigwell School
- What to do if a child goes missing, particularly on repeat occasions

I know that Amanda Goddard is the Designated Senior Lead Child Protection Officer and that I can discuss any concerns that I may have with her. Amanda Goddard is responsible for pupils in Year 7 to Year 13 and Claire Tilbrook is the DSL for pupils in Reception to Year 6, Deputy DSLs are Jacquie Botham, Tom Burnside and Evelyn Gibbs who is also the EYFS Designated Lead.

I have been issued with and familiarised myself with all the key policies as they relate to the care of children including the School's policies on Whistleblowing and The Staff Code of conduct**,** and Staff ICT Acceptable Use Policy, Behaviour and Sanctions Policy, Supervision Policy, Missing Child Policy, Sexual Abuse Policy and I know where to access them if required.

As a member of staff at Chigwell School, I have been issued with and read a copy of DfE guidance, Keeping Children Safe in Education, Part 1,.

I understand the responsibilities of staff in this area, and the issues that may arise.

Pre Prep Prep Senior

Department _____

Signed _____

Date_____

Appendix 3: Missing Child Protocol – arrangements for children who have missing episodes

Definition

The definition of missing used in Essex is *'anyone whose whereabouts cannot be established will be considered as missing until located and his or her well-being confirmed'*

*(*College of Policing Authorised Professional Practice Guidance)

Introduction

A child going missing could be a 'one-off' incident that, following investigation, does not need further work. However, multiple episodes of children who go missing can be an indicator of wider concerns (for example: exploitation, difficult home lives or poor mental health).

This guidance sets out the procedures to follow when children go missing from schools and other education settings, hereafter referred to as education settings. Missing children are among the most vulnerable in our community. Sometimes children go missing from education settings. When this occurs, it is important that action is taken quickly to address this, and in line with local procedures. This document should be read in conjunction with the education setting's Child Protection Policy, and the Southend, Essex and Thurrock Child Protection Procedures (SET Procedures).

- Essex Schools Infolink – for the model Child Protection Policy and other resources
- Essex Safeguarding Children Board – for the SET Procedures and other resources

Education settings should consider missing episodes like any other child protection concern and take action as appropriate. This may include contacting parents/carers, the Children & Families Hub (CFH) consultation line or, in an emergency, the CFH priority line and / or the police. It may be appropriate to use the Early Help Procedures (including holding a Team Around the Family meeting) to identify underlying reasons for the missing episodes, address the issues and prevent escalation. Advice should be sought from appropriate partners, and concerns should be escalated if there is no improvement.

Education setting staff may be asked to attend strategy meetings for a missing child and should prioritise attendance at these meetings. Where children missing frequently are open to Children's Social Care, a Missing Prevention Plan may be in place. Where this is the case, the education setting may be set actions as part of the Missing Prevention Plan and should receive a copy if consent has been provided.

What to do

When it is suspected that a child is missing from an education setting, this must be addressed immediately. Active steps to locate the child should be taken, for example, searching the premises and surrounding areas, attempting contact with the child by phone, text and social media and contacting their parents/carers. If none of these actions locate the child, they must be reported missing to the Police by dialing 101, **or 999 if there is a belief that the child is immediately suffering significant harm.** It is important that the police are informed of any checks already completed as it may save time and prevent duplication of tasks set by the police to locate a child. Education setting staff must inform the child's parents/carers that the child has been reported missing. Where the child has a Social Worker, they should also be informed. After a child has been reported missing, any further information should be communicated to the police by telephoning 101 and quoting the incident number that the police would have provided following the initial report. Further information must be passed to the police as soon as possible, as officers will continue to search for the child until informed of their return.

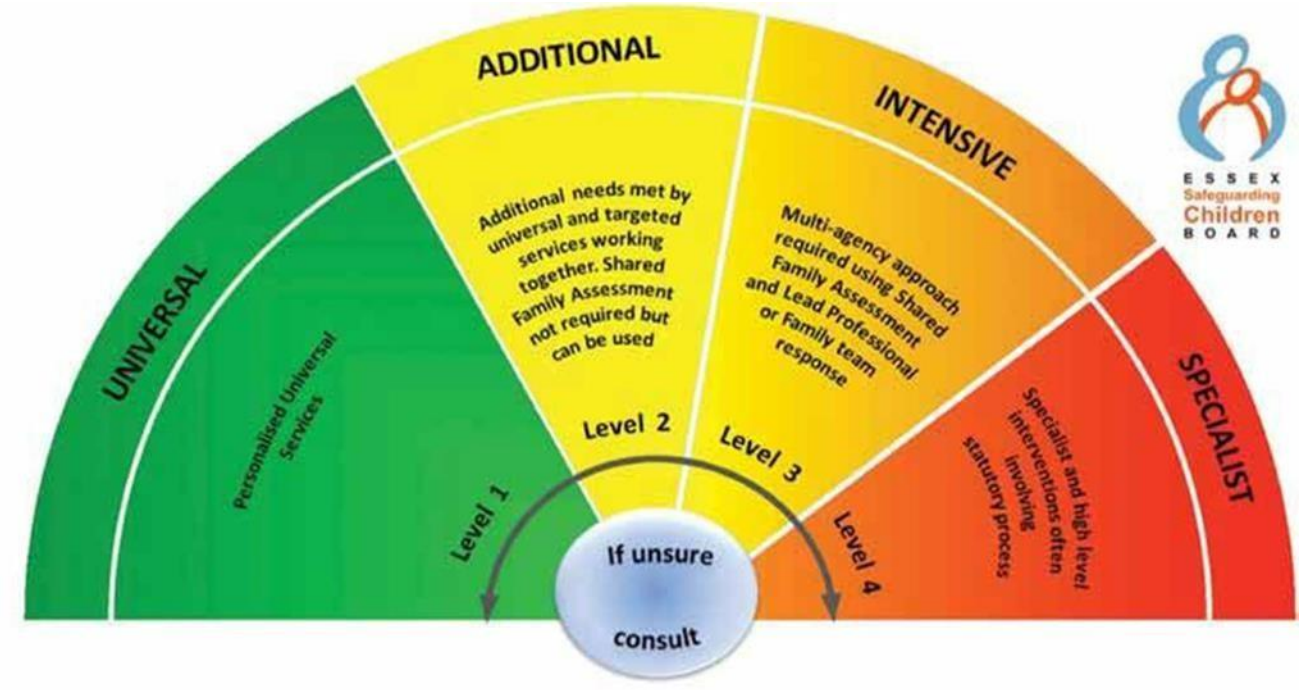
When the child is found
If the child is found by education setting staff, or if the child returns to the setting of their own accord, the police must be notified immediately by dialing 101 or 999 if the matter is an emergency. It is important that this action is prioritised, as the child will remain classified as a missing person until seen by the police.

Essex Police
On receiving a report of a missing child, Essex Police will classify the child as missing and will respond based on the level of risk involved. Essex Police will conduct a vulnerability interview for all children who have been missing and have returned. It may be that the child refuses to engage or speak with police. On these occasions the parents/carers can assist by reporting to officers their observations on the child's return, e.g. did the child shower, have gifts, appear unwell or under the influence of any substance etc. The setting may also be able to contribute to this process and should provide the police with any relevant information or observations.

Missing Chats
Each child years that is ten or older that returns from missing will be offered a 'missing chat' (an independent return from missing interview) by a person not involved in their care. This will be facilitated by the Local Authority with responsibility for the child.

Useful contacts:
Shane Thomson, ECC Missing Co-Ordinator: shane.thomson@essex.gov.uk
Lucy Stovell, ECC Missing Chats: lucy.stovell@essex.gov.uk

Appendix4: Essex Windscreen of Need and Levels of Intervention



All partners working with children, young people and their families will offer support as soon as we are aware of any additional needs. We will always seek to work together to provide support to children, young people and their families at the lowest level possible in accordance with their needs Children with Additional needs are best supported by those who already work with them, such as Family Hubs or schools, organising additional support with local partners as needed. When an agency is supporting these children, an Early Help Plan and a Lead Professional are helpful to share information and co-ordinate work alongside the child and family.

For children whose needs are Intensive, a coordinated multi-disciplinary approach is usually best, involving either an Early Help Plan or a Shared Family Assessment (SFA), with a Lead Professional to work closely with the child and family to ensure they receive all the support they require. Examples of intensive services are children's mental health services and Family Solutions. Specialist services are where the needs of the child are so great that statutory and/or specialist intervention is required to keep them safe or to ensure their continued development. Examples of specialist services are Children's Social Care or Youth Offending Service. By working together effectively with children that have additional needs and by providing coordinated multi-disciplinary/agency support and services for those with intensive needs, we seek to prevent more children and young people requiring statutory interventions and reactive specialist services

Appendix 5: Safeguarding Pathway for Children, Young People and Families

