



Chigwell School

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Child Protection and Safeguarding Policy

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1. Key External Contact Details

Local Authority Designated Officers	Mechelle DeKock, Jacquie Wilkes, Carole Fuller, and 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 212
Children and Families Hub consultation phone line	TEL: 0345 603 7627 Online Family Solutions website and ESCB website.
Emotional Wellbeing (previously CAMHS) now EWMHS Support and Advice about Extremism	CONSULTATION LINE 0300 300 1600. Police: DC Rachel Harris, Special Branch Prevent Engagement Officer, Essex Police TEL: 01245 452196 EMERGENCY: 999 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: dbsdspatch@db.s.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

2. Key School Contact Details

<p>Governors</p>	<p>Chair of Governors Ms Roseanne Serrelli rserrelli@chigwell-school.org</p> <p>Nominated Safeguarding Governor Reverend Christopher Davies cdavies@chigwell-school.org</p> <p><u>Nominated Deputy Safeguarding Governor</u> Jenny Gwinn jgwinn@chigwell-school.org</p>
<p>Designated Safeguarding Lead (DSL) and Deputy Designed Safeguarding Leads (DDSLs)</p>	<p>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</p> <p>DSL for pupils in Reception to Year 6 Mrs Claire Tilbrook (Member of SMT) 02085015740 ctilbrook@chigwell-school.org</p> <p>Deputy DSL Mr Tom Burnside (Member of SMT) 020 8501 5720 tburnside@chigwell-school.org</p> <p>Deputy DSL Mrs Jacquie Botham (Member of SMT) 0208510 5723 jbotham@chigwell-school.org</p> <p>Deputy DSL and EYFS DSL Mrs Evelyn Gibbs (Member of SMT) 020 8501 5700 or 6101 egibbs@chigwell-school.org</p>
<p>Designated Teachers for Looked After Children</p>	<p>Mrs Amanda Goddard 020 8501 5782 agoddard@chigwell-school.org</p>
<p>Head</p>	<p>Mr Damian King 020 8501 5700 dking@chigwell-school.org</p>

3. Policy Statement

Chigwell School and its staff form part of a wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals 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.

This policy applies to Chigwell School ("the School"), which includes the EYFS in the Pre Prep. This policy is reviewed and updated annually (as a minimum) and is available on the School website.

The School operates safeguarding procedures which are in line with those set by the Essex Safeguarding Children's Board.

4. Responsibilities of Staff

All members of staff have a responsibility to provide a safe environment in which children can learn. All staff are prepared to identify children who may benefit from early help, from foundation years to teenage years, and understand their role within this process. This includes identifying any emerging problems so that appropriate support can be provided and liaising with the DSL to report any concerns. All staff members are aware of and follow school processes as set out in this policy and are aware of how to make a referral to Social Care if there is a need to do so.

All staff should be aware of systems within the school which support safeguarding, and these are explained as part of staff induction. All staff should know what to do if a child tells them they are being abused, exploited, or neglected, how to manage the requirement to maintain an appropriate level of confidentiality and how to inform the DSL. Staff must never promise a child that they will not tell anyone. Staff should reassure victims that they will be supported and kept safe. Staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected but this should not stop staff from having professional curiosity and speaking to the DSL if they have any concerns.

Every member of staff across school has an obligation to report any concerns which they may have on **CPOMS** which allows this information to be recorded in a central repository and have relevant people alerted immediately. Incidents concerning pupils in Year 7-13 should be assigned to Amanda Goddard and those concerning pupils in Reception to Year 6 must be assigned to Claire Tilbrook. If it is not possible to access CPOMS, then staff should speak to the DSL as soon as possible.

5. Definitions of Safeguarding and Types and Signs of Abuse

- Safeguarding and promoting the welfare of children is defined in KCSIE 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 have the best outcomes

This policy is consistent with other policies adopted by Governors and should be read alongside the following which are relevant to the welfare and safety of Chigwell School pupils. They include:

- 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
- Sexual Abuse 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
- Teaching Policy
- Whistle Blowing Policy

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. 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. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse and or
- neglect

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), criminal exploitation, serious youth violence, county lines and radicalisation.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse.

Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse in 'Keeping Children Safe in Education (2025)' (Part One)

6. What Staff Should do if they have Concerns about a Child

Staff working with children are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned and should always act in the best interests of the child. If staff (including Governors, agency staff and volunteers) have any concerns about a child's welfare they must take immediate action. They should inform the School's DSL, (or deputy) although staff can make a direct referral to children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL (or the person that made the referral) should press Children's Social Care for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

7. Mental Health

All staff at Chigwell 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. Where children have suffered abuse or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Where there are concerns that this may impact on mental health, we will seek advice and work with other agencies as appropriate to support a child and ensure they receive the help they need.

Positive mental health is the concern of the whole community, and it is recognised that schools play a key part in this. The School aims to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. We understand that there are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counter-balance and promote further growth of resilience.

It is vital that the School works in partnership with parents to support the wellbeing of pupils. Parents should share any concerns about the well-being of their child with the School, so that appropriate support and interventions can be identified and implemented.

School staff are not expected or trained to diagnose mental health conditions or issues but are well placed to observe children day-to-day and identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.

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.

8. What Staff should do if a Child is in Danger or at Risk of Harm

If staff (including Governors, agency staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's social care and if appropriate the Police. **Anyone can make a referral.** Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the Police and children's social care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Staff should challenge any inaction and follow this up with the DSL and children's social care as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The School's Local Safeguarding Children Board is Essex. A full copy of their local procedures can be found at escb@essex.gov.uk

9.1 Procedures for Dealing with Concerns about a Child

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below. All staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously
- Never guarantee confidentiality as this may ultimately not be in the best interests of the child and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded on CPOMS.

This must be reported immediately, either verbally or via CPOMS to the DSL or, in her absence, to one of the Deputy DSLs. The record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it.

Any comment by the pupil or by an adult who might be the abuser, should be recorded quoting words actually used, as soon as possible after the comment has been made. Signs of physical injury should be described in detail. Original notes should be kept.

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. The member of staff will reassure the pupil, try to retain their trust, while explaining the need for action which will necessitate informing other adults. The member of staff will never guarantee confidentiality (including to parents, carers or pupils) but explain that only the minimum number of people will be informed.

Staff will listen to the pupil rather than directly questioning them. They will not ask leading questions and will allow the pupil to recall significant events freely.

Where there is a risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub via the Essex Effective Support portal www.essexeffectivesupport.org.uk. Wherever possible, the School will share any safeguarding concerns or an intention to refer a child to Children's Social Care with parents or carers. However, this will not take place if it is felt that to do so would place the child at greater risk of harm or impede a criminal investigation. On occasions, the School may seek advice as to whether it is appropriate to share information with parents or carers from the Children and Families Hub.

If a member of staff continues to have concerns about a child and feels that the situation is not being addressed or does not appear to be improving, the staff member should press the DSL for reconsideration of the case. If, for any reason, the DSL or her deputies are not available, this should not delay appropriate action being taken. Safeguarding contact details are displayed in school to ensure that all members of staff have unfettered access to 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.

9.2 Early Help

All staff are expected to identify when a child may benefit from early help as this is more effective in promoting the welfare of children than delaying action until later. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Any child may benefit from early help, but staff should be alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is at risk of so called 'honour'-based abuse such as FGM or Forced Marriage
- is a privately fostered child or
- is persistently absent from education, including persistent absences for part of the school day

The School's safeguarding training includes guidance about the early help process and prepares all staff to identify pupils who may benefit from extra help with their social, emotional, behavioural, developmental and attendance needs.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the Essex Safeguarding Children Board referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's social care if the pupil's situation does not appear to be improving.

The School works to establish and maintain an ethos where children feel secure, are encouraged to talk and are always listened to effectively. The School's pastoral system enables many pastoral issues to be picked up at an early stage by Housemasters/mistresses, tutors and class teachers. This allows concerns to be identified quickly, and appropriate strategies put in place. Additionally, there is regular consultation with children, e.g. through pupil questionnaires, school councils, assemblies, PSHEE and PSHRE lessons and circle time, meetings between Governors and pupils, and teachers and pupils, tutor periods. The School ensures that children know that there is an adult in the School who they can approach if they are worried or in difficulty. Access to the School's counsellor is available to older pupils via the DSL.

9.3 What Staff should do if a Child is thought to be at Risk of Radicalisation

All staff have undertaken online training on The Prevent Duty. They should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which will include the designated safeguarding lead (or deputy) making a Prevent referral.

The School, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Head, DSL and the deputies, as well as the two safeguarding governors to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

9.4 What Staff should do if they Discover an Act of Female Genital Mutilation

The Serious Crime Act 2015 strengthened the legislation on FGM and now includes the duty on professionals (including teachers) to notify Police when they discover that FGM appears to have been carried out on a girl under 18. Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. Staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

9.5 What Staff should do if a child is absent from Education

Knowing where children are during the school hours is an extremely important aspect of safeguarding. Missing school can be an indicator of abuse and neglect and may also raise concerns about other safeguarding issues. We monitor attendance carefully and address poor or irregular attendance. We will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents and carers. If children are absent from education, the school will follow the Essex procedures as set out here:

<https://schools-secure.essex.gov.uk/pupils/MECE/Pages/ChildrenMissingFromEducation.aspx>

Further details can be found in the Children Absent from Education Policy.

The School will report to Essex Local Authority a pupil who fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

9.6 What Staff should do if a Child Goes Missing from School (or on a school visit)

All relevant staff are informed of and will keep themselves familiar with the separate procedures to be used for searching for, and if necessary, reporting, any pupil missing from school during the school day or on a school visit. The procedure includes the requirement to record any incident, the action taken and the reasons given by the pupil for being missing. The School's Supervision and Missing Child Policy provides further details.

1. When a child goes missing

When it is suspected that a child is missing from an educational setting this must be addressed immediately, as set out in the Missing Child Policy. Active steps to locate the child should be taken, for example, searching the premises and surrounding areas, contacting the child by phone, text and social media, and contacting their parents/carers. If none of these actions locate the child, then they must be reported missing to the Police by dialling 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.

Staff at the educational setting must inform the child's parents/carers that the child has been reported missing. Where there is a Social Worker allocated to the child, 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.

2. When the child is found

If the child is found by educational setting staff, or if the child returns to the premises of their own accord, the Police must be notified immediately by dialling 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.

3. 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.

Each child 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. Missing chats are offered to all children from Essex who go missing.

Useful contacts:

Shane Thomson, ECC Missing Co-ordinator: shane.thomson@essex.gov.uk

Lucy Stovell, ECC Missing Chats: lucy.stovell@essex.gov.uk

9.7 What Staff Should do if they have Concerns about the Conduct of Members of Staff or other Adults

If staff have concerns about another staff member, including Governors, volunteers, supply teachers, agency staff and contractors, then this should be referred to the Head or if about the Head, to the Chair of Governors.

Concerns may be graded as low-level if it does not meet the criteria for an allegation, but the person has acted in a way that is inconsistent with the staff code of contract. For example:

- Being over friendly with pupils or crossing the professional line and telling the pupil about their own private life
- Having favourites
- Taking photos of children on their personal phone
- Engaging with a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language.

A good teacher and responsible adult must ensure boundaries are clear and never crossed.

Concerns about supply staff and contractors should go to their employers. All concerns should be reported to the headmaster.

Low level concerns will be recorded in writing and kept confidential and kept securely and comply with the Data Protection Act 2018. Please see the Low Level Concerns Policy.

Where there are concerns about the Head, they should be referred to the Chair of Governors whose contact details are on page 4.

In the event of allegations of abuse being made against the Head, staff are referred to the procedures below regarding managing allegations of abuse against staff (including volunteers) and refer the matter directly to the Essex LADO.

Staff may consider discussing any concerns with the School's DSL and make any referral via them. Concerns and allegations that meet the Harm Test (i.e. they may harm a child or put them at risk of harm) should be addressed as follows:

Concern about:	Report to:
Staff, DSL, supply staff, volunteers, contractors	Head who will report to the LADO
Head	Chair of Governors or Safeguarding Governor who will report to the LADO (without informing the Head)

As above, if there is a conflict of interest in reporting the matter to the Head the concern should be reported straight to the LADO.

If a person has been dismissed or removed (or would have been) this must be reported to the DBS.

In the case of professional misconduct, this must be reported to the Teaching Regulation Agency.

9.8 What Staff should do if they have Concerns about Safeguarding Practices in the School

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding regimes, these should be raised in accordance with the School's whistleblowing procedures. There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy. Parents or others in the wider school community with concerns can contact the NSPCC general helpline on 0808 800 5000 or email help@nspcc.org.uk

10. Records and Information Sharing

Well-kept records are essential to good child protection practice. The School is clear about the need to record any concern held about a child or children at Chigwell, the status of such records and when these records should be shared with other agencies.

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. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes

of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include the action taken. This is then presented to the DSL (or deputy), who will decide on appropriate action and record this accordingly.

Any records relating to child protection are kept on an individual child protection file for that child (which is separate to the pupil file). All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting.

Records are reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. If, for example, the review suggests that there are wider cultural issues within the School that enabled the behaviour to occur, action will be taken such as revising policies or providing extra training to staff, parents and or pupils.

11. Interagency Working

The Designated Safeguarding Lead will ensure that the School is represented at, and that a report is submitted to, any statutory meeting called for children on the school roll or previously known to them. 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.

12. Arrangements for Dealing with Child-on-Child Abuse Allegations

The conduct of pupils towards each other will, in most instances, be covered by the School's Behaviour and Sanctions Policy. However, some behaviour by a pupil towards another may be of such a nature that safeguarding concerns are raised.

Child on Child is abuse by one or more pupils against another pupil. All Child-on-Child abuse is unacceptable, will be taken seriously and at the School there is a zero-tolerance approach to such behaviour. Child-on-child abuse can take various forms including bullying (including cyberbullying, prejudice-based and discriminatory bullying), sexual violence, sexual harassment, physical abuse, sexting (youth produced sexual imagery), initiation/hazing type violence, and rituals. It is recognised that child on child abuse may take place inside or outside school or online. All staff should be aware of the importance of challenging abusive behaviours between peers. Pupils can confidently report any child-on-child abuse to a trusted teacher or DSL. The online reporting system Tootoot is now available from Year 7-13.

Child on Child abuse can take the form of causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

Physical abuse can include hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm. These types of abuse rarely take place in isolation and often indicate wider safeguarding concerns. Research suggests that child on child abuse is one of the most common forms of abuse affecting children in the UK and that it may affect boys differently to girls. This difference may result from societal norms (particularly around power and control). This will be considered, without pre-judgement, in the monitoring of and dealing with allegations of child-on-child abuse in a co-educational environment. It should never be dismissed as "banter" or "part of growing up".

The School recognises that in a co-educational, boarding environment, pupils will develop special friendships. Staff should be alert to the potential for inequality in these relationships and for potential peer abuse. The Staff Code of Conduct should be followed at all times. Staff recognise that it is more likely that girls will be victims and boys perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will 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 alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the Essex Safeguarding Children Board, parents are informed as soon as possible and that the pupils involved are supported during the interview by an appropriate adult from school and until the investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the Essex Safeguarding Children Board and/ or the Police as appropriate.

In the event of disclosures about child-on-child abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Appropriate support will be provided to all pupils involved, including support from external services as necessary.

Staff will be alert to the wellbeing of pupils and to possible signs of abuse, and they will engage with these signs to determine whether they have been caused by child-on-child abuse. However, staff will be mindful of the fact that the ways in which children disclose or present behaviours as a result of their experiences will differ. Signs that a child may be suffering from child-on-child abuse can overlap with those indicating other types of abuse (see Appendix 1) and can include:

- Failing to attend school, disengaging from classes or struggling to carry out schoolwork to the standard ordinarily expected
- Physical injuries
- Experiencing with mental health and/or emotional wellbeing
- Becoming withdrawn or shy, experiencing headaches, stomach aches, anxiety and/or panic attacks, suffering from nightmares or too much/too little sleep
- Broader changes in behaviour including alcohol or substance misuse
- Changes in appearance and/or starting to act in a way that is not appropriate for the child's age
- Abusive behaviour towards others

The School actively seeks to raise awareness of and prevent child on child abuse and works closely with the Essex Local Safeguarding Children Board.

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
- Treat all children involved as being at potential risk and make sure they are supported
- 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
 - Understanding intra familial harm and any necessary support for siblings following incidents
 - The views of the children affected
 - Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse

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 7).

It is recognised that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and it is simply not being reported.

Lessons, assemblies and tutor time will be used to help pupils understand, in an age-appropriate way, what constitutes abuse and they will be encouraged to tell a trusted adult if someone is behaving in a way that makes them feel uncomfortable. The school understands the different gender issues that can be prevalent when dealing with child-on-child abuse. A child will never be made to feel ashamed for reporting abuse, nor that they are creating a problem by doing so. Victims will be reassured that they are being taken seriously and that they will be supported and kept safe. Some children may not know or feel ready to talk about abuse.

NSPCC Helpline for victims of sexual abuse in schools 0800 136 663.

13. Sexual Violence and Sexual Harassment between Children in Schools

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur online. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. It is important to understand intra-familial harms and identify any necessary support for siblings following incidents of sexual violence or sexual harassment.

In cases where nudes or semi-nudes have been shared, we follow guidance given to schools and colleges by the UK Council for Internet Safety (UKCIS): Sharing nudes and semi-nudes (March 2024) and Child sexual abuse material generated by artificial intelligence (Hune 2025). This also includes images created by AI. In such cases, teachers must not view the imagery and refer directly to DSL.

14. Upskirting and downblousing

Upskirting and downblousing typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals, buttocks or breasts to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is now a criminal offence, and the perpetrator can be imprisoned for up to six months.

15. Serious violence

All staff should be aware of the indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation.

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults.

<https://www.gov.uk/government/consultations/preventing-youth-violence-and-gang-involvement> - GOV.UK

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's Anti-Bullying or Good Behaviour and Sanctions Policy.

16.1 Teaching Pupils About Safeguarding

The School ensures that pupils are taught how to keep themselves safe (including online) through teaching and learning opportunities as part of a broad and balanced curriculum. The School works in accordance with the statutory requirements regarding Relationships Education (for primary age pupils) and Relationships and Sex Education (for secondary age pupils) and Health Education. This will cover age-appropriate issues such as:

- healthy and respectful relationships
- boundaries and consent
- online safety
- stereotyping, prejudice and equality
- body confidence and self-esteem how to recognise an abusive relationship, including coercive and controlling behaviour
- What constitutes sexual harassment and sexual violence and why these are unacceptable.
- The concepts of, and laws relating to- sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage, FGM and how to access support.

The Governors ensure that all pupils are taught about safeguarding, including online, through the curriculum and academic Wellbeing lessons (formerly PSHE) to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet, and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. There will also be advice on how to tell a trusted adult if they find that someone is behaving in a way that makes them feel uncomfortable.

Internet safety is an integral part of the School's IT and Wellbeing curriculum (formerly PSHE curriculum).

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. The School's systems are iBOSS. In School, pupils are told that they should access the internet through the school wi-fi system rather than through 3G, 4G or 5G and parents are reminded that it is their responsibility to educate at home and to monitor the use of their 3G, 4G or 5G service, by their children

Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further details of the School's approach to online safety can be found in the School's E-Safety Policy and Mobile Phone Policy which also include details on the use of mobile technology in school and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

16.2 Filtering and Monitoring

Filtering refers to the technology preventing access to harmful or inappropriate content, whilst monitoring refers to the practical steps staff take to ensure harmful or inappropriate access is not made. Monitoring can include:

- Physical monitoring
- Live software monitoring

- Monitoring user logs
- Monitoring individual devices

We make sure that any school devices used away from the school site are also subject to filtering and monitoring procedures.

Each year (at least) our designated safeguarding lead, along with our IT team and a governor, review our filtering and monitoring procedures to ensure that they effectively prevent access to harmful or inappropriate content. They also ensure that the systems we have in place to report any difficulties with the system are understood by all staff and reports are effectively managed.

All our staff undertake training to understand the risks of poor filtering and monitoring and know how to share their concerns. All our staff have taken part in annual cybersecurity training

16.3 Teaching Online Safety

During PSHEE lessons pupils are made aware that it is an offence to possess, distribute, show or make indecent images of anyone under the age of 18. Young people who share sexual images of themselves or peers are breaking the law. In cases where nudes or semi-nudes have been shared, we follow guidance given to schools by the UK Council for Internet Safety (UKCIS).

Through Relationship and Health Education, pupils are taught what positive, healthy and respectful online relationships look like.

The four main areas of online risk include:

- **Content:** being exposed to illegal, inappropriate or harmful material, e.g. pornography, fake news, racist or radical or extremist views, as well as the making of fake accounts
- **Contact:** being subjected to harmful online interaction with other users: e.g. adults posing as young children
- **Conduct:** online behaviour that causes harm, e.g. sending and receiving explicit images or online bullying. Where an incident includes an online element, we will always work in accordance with appropriate guidance, taking advice from other partners as necessary.
- Staff will not view an indecent image of a child or young person unless absolutely necessary, nor forward it for any reason
- **Commerce:** Being party to online gambling, financial scams and phishing

The School's approach to nudes or semi-nudes is:

The use or distribution of any illegal material will not be tolerated and neither will cyberbullying. It is a particularly pernicious form of bullying because it is so pervasive and anonymous, and the victim can be targeted at any time or place. If an incident comes to the attention of a member of staff, they should report it to the Designated Safeguarding Lead (DSL) immediately. They should avoid viewing, copying, printing, sharing, storing or saving the image themselves, or asking the child to do so as this is illegal. If they have already viewed the imagery by

accident, they should report it to the DSL. They should avoid deleting the imagery or asking the young person to do so and also avoid asking them to disclose information regarding the imagery which is the responsibility of the DSL. The member of staff should avoid sharing information about the incident with other members of staff, the young person(s) it involves or their, or other, parents and/or carers. They should avoid saying or doing anything to blame or shame any young people involved but explain to them that staff need to report it and reassure them that they will receive support and help from the DSL.

Further information is given: www.gov.uk/government/publications/sharing-nudesand-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

It may be necessary for the DSL to view the image in order to safeguard the child. That decision should be based on the professional judgement of the DSL.

Advice provided by the NSPCC is also very useful: <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/sexting/>

Many children have unlimited and unrestricted access to the internet which means some pupils will sexually harass their peers via their smart technology, share indecent images or videos (also known as sexting or youth produced sexual imagery) which could be nudes or semi-nudes, consensually and non-consensually, often via large chat groups and view and share pornography and other harmful content. At Chigwell we manage this risk by appropriate filtering and monitoring technology systems on school devices and school networks. We also restrict the use of mobile phones in school hours. (See E-safety Policy for further details)

Pupils learn to identify and manage risk by:

- discussing the ways in which someone may put themselves at risk online,
- discussing risks posed by another person's online behaviour,
- discussing when risk taking can be positive and negative,
- discussing "online reputation" and the positive and negative aspects of an online digital footprint.

This could include longer-term considerations, i.e. how past online behaviours could impact on their future, when applying for a place at university or a job for example.

"Children and young people need to be empowered to keep themselves safe. This isn't just about a top-down approach. Children will be children - pushing boundaries and taking risks. At a public swimming pool we have gates, put up signs, have lifeguards and shallow ends; but we also teach children how to swim."

Dr Tanya Byron "Safer Children in a digital world: the report of the Byron Review."

17.1 Arrangements for Dealing with Allegations of Abuse against Teachers and Other Staff (Including the Head, Governors and Volunteers)

The School's procedures for managing allegations against staff who are currently working in the School follow Department for Education statutory guidance and Essex Local Child Safeguarding Board arrangements and applies when staff (including volunteers) have (or are alleged to have) been involved in the following incidents.

It is the Head's responsibility to decide whether the concern is an allegation or low-level concern. This does not mean it is insignificant; it means that the behaviour towards the child does not meet the threshold for referral to the LADO.

17.2 Allegations

It is an allegation if the person* has:

- Behaved in a way that has harmed a pupil, or may have harmed a pupil
- Possibly committed a criminal offence against or related to a pupil
- Behaved towards a pupil in a way that indicated that they would pose a risk of harm if they were to work regularly or closely with children
- Behaved in a way that indicates they may not be suitable for work with children (this also includes outside the School)

* The person could be anyone working in school including building contractors, supply teachers and volunteers.

Allegations against a teacher who is no longer teaching will be referred to the Police. Historical (non-recent) allegations of abuse will also be referred to the Police.

If an allegation is made against anyone working with children in the School, the School will not undertake their own investigation of allegations without prior consultation with the LADO or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the School may discuss informally with the LADO on a no-names basis.

All allegations should be investigated as a priority to avoid any delay.

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the Head. If an allegation is reported to the DSL, she will immediately refer the allegation to the Head. Where the Head or DSL are absent or are the subject of the allegation or concern, reports should be made to the Chair of Governors. Where the Head or DSL is the subject of the allegation or concern, the Head or DSL must not be informed of the allegation prior to contact with the Chair of Governors or LADO.
2. In accordance with KCSIE, the Head will immediately discuss the allegation with the LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where it is felt that there may be an immediate risk to children or there is evidence of a possible criminal offence, the Police will be informed immediately. All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed.) The LADO should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care.
3. The individual who is subject of the allegation will be informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's social care or the Police. A named representative will be appointed to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.
4. Careful consideration will be given as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. Due weight will be given to the views of the designated officer

and KCSIE when making a decision about suspension. Where the individual is suspended, he/she will be told their point of contact in the School and will be provided with contact details.

5. Where a resident member of boarding staff is suspended pending an investigation, the School will make arrangements for them to be accommodated away from children.
6. Parents will be informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police.
7. It will be agreed with the LADO whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the TRA and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence.
8. On conclusion of the case, the Head and DSL will review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with KCSIE and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Head will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

In all cases where there are concerns or allegations of abuse, the School will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

17.2.1 Allegations against agencies and individuals

If there is a safeguarding allegation made against an outside organisations or individual who uses the school premises (such as sports associations or any service providers that run extracurricular activities) then the school will follow our own safeguarding policies and procedures, including informing the LADO.

17.3 Low Level Concerns about Staff

Concerns may be graded as low level if they do not meet the criteria for an allegation, but the person has acted in a way that is inconsistent with the Staff Code of Conduct. This may include:

- Being over friendly with pupils;
- Having favourites;
- Taking photos of children on their personal phone;
- Engaging with a one-to-one basis in a secluded area or behind a closed door;
- Using inappropriate sexualised, intimidating or offensive language.

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. If there is a low-level concern, it should be reported as follows:

Concern about:	Report to:
Staff, DSL, supply staff, volunteers, contractors should be reported to:	Head
Head should be reported to:	Chair of Governors or Safeguarding Governor

Low level concerns will be recorded in writing, kept confidential and kept securely, and comply with the Data Protection Act 2018.

When a low-level concern has been raised, the Head will collect as much evidence as possible by speaking with the person who raised the concern, to the subject of the concern and to any witnesses.

Reports of low-level concerns will be recorded in writing with details of the concern, the context in which it arose, and action taken. The name of the person reporting will be noted; respecting wishes to remain anonymous as far as reasonably possible.

Records of low-level concerns will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified and responded to. Where a pattern of behaviour is identified, the School will decide on the correct course of action. This could include an internal disciplinary measure, or referral to the LADO if the harm threshold is met. The School will then consider if any wider cultural issues have enabled the behaviour to occur and whether relevant policies should be revised or extra training delivered to minimise the risk of reoccurrence. The rationale for all decisions and actions taken will be recorded. Employers of supply staff and contractors will be notified of any report of a low-level concern so that they can identify patterns of inappropriate behaviour. See Flow Chart.

17.4 Staff Code of Conduct

The School's Staff Code of Conduct is provided to all staff. The aim of this is to provide clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm.

18. Use of Reasonable Force

The term 'reasonable force' covers a broad range of actions used by staff that involve a degree of physical contact to control or restrain children. There are circumstances when it is appropriate for staff to use reasonable force to safeguard children and young people, such as guiding a child to safety or breaking up a fight. 'Reasonable' means using no more force than is needed. The School works in accordance with statutory and local guidance on the use of reasonable force, and recognises that where intervention is required, it should always be considered in a safeguarding context.

19. Safer Recruitment

The School is committed to safer recruitment processes. Members of the teaching and non-teaching staff at the School including part-time staff, temporary and supply staff, and visiting staff, such as peripatetic music teachers and sports coaches, are subject to the necessary statutory child protection checks before starting work, for example, right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, the School may undertake an online update check through the DBS Update Service. The school will also carry out online searches of job candidates to identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.

Candidates also complete a self-declaration form at interview.

Full details of the School's safer recruitment procedures for checking the suitability of staff, Governors and volunteers to work with children and young people is set out in the School's Safer Recruitment Policy.

The School's protocols for ensuring that any visiting speakers, whether invited by staff or pupils themselves, are suitable and appropriately supervised. This is set out in the School's Safer Recruitment Policy.

20. Use of School Premises for Non-school Activities

When the school facilities are let to local groups, or where contractors are working on site, safeguarding arrangements will be in place to protect pupils.

Where services or activities are provided, the Governors will ensure that the body concerned has appropriate safeguarding and child protection policies and procedures in place, as well as inspecting these as needed. This applies regardless of whether or not the children who attend any of these services or activities are children on the school roll.

The school will follow our own safeguarding and child protection procedures where there are concerns about the out-of-school provider. This may include contacting the local authority designated officer in the case of concerns about adults.

21. 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.

22.1 Management of Safeguarding

The School's DSL is Mrs Amanda Goddard who is a member of the Senior Management Team.

This ensures there is the required cover for the role at all times. The DSL and Deputy DSLs contact details can be found on the Key Contacts page at the start of this policy and on the back of staff security badges.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School. The DSL's responsibility is to maintain an overview of safeguarding within the School, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL works with the Governors to review and update the School's safeguarding policy. Where a pupil leaves the School, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible. The DSL will ensure secure transit and obtain confirmation of receipt.

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to local children's services.

The DSL has responsibility for understanding the filtering and monitoring systems and processes in place.

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 at Annex B of KCSIE and this is attached in Appendix 2.

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.

22.2 Training

Induction for new staff and ongoing staff training are in line with advice from the Essex Safeguarding Children's Board.

- a) All new staff and Governors (including temporary staff and volunteers) will be provided with induction training that includes:
 - a copy of the Chigwell Safeguarding Policy, including information about the identity and role of the DSL and Deputy DSLs
 - a copy of the Staff Code of Conduct, the Whistleblowing Policy and the Staff ICT Acceptable Use Policy, Policy on Staff Use of Social Media and the Low Level Concerns Policy
 - a copy of the Children Absent from Education Policy
 - on-line safety
 - the Sexual Abuse policy
 - the Behaviour and Sanctions Policy
 - appropriate Prevent duty training.

- b) All staff are also required to:
 - Complete online training in safeguarding Level Two and the Prevent Duty for which there is a test
 - read KCSIE Part One, Part Five: Child on child violence and sexual harassment and Annex B (if they work directly with children or are school leaders; those staff who, as agreed with Governors, do not work directly with children are required to read Annex A of KCSIE 2025).
 - Have regular updates at least annually plus informal updates in line with ESCB advice.
 - Engage with the changes in KCSIE during an INSET session each September.
 - Understand key information contained in Part One of KCSIE.
 - Receive training in safeguarding and child protection regularly, in line with advice from the ESCB. Training will include online safety. It will also include Prevent awareness training, to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.
 - Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these via, for example, emails, e-bulletins and staff meetings. There are also safeguarding notice boards in each staff room and external speakers who are experts in their area are brought in regularly to speak to staff.
 - All staff must have an understanding of the expectations, roles and responsibilities in relation to filtering and monitoring. All staff should read the E-Safety Policy and must report any suspected misuse or problems to the Deputy Head (S&S). Staff must monitor the use of digital technologies (mobile devices, camera etc.) in lessons and other school activities and implement current policies with regard to these devices. Internet use in lessons should be pre planned and closely monitored to ensure pupils do not gain access to inappropriate material (e.g. pornography or

websites depicting violence or promoting extremist political views) Any suspicion of child abuse or any incident which may be considered a child protection/safeguarding issue should immediately be reported to the DSL.

- Carry out professional development reviews and regular supervision meetings in the EYFS to enable staff to discuss safeguarding matters and their own training needs.
- Receive guidance about early help. This will outline children who may benefit from early help and school procedures which may lead to an early help assessment or a referral to statutory services if the child is in need of additional help or is at risk of significant harm. Staff receive training on how to manage a report of child on child sexual violence or sexual harassment.

The Head and the deputy DSLs and Director of Boarding attend the same training undertaken by the DSL in order to fulfil their duties under this policy which is Level 3 Child Protection training.

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children and training in the Essex Safeguarding Children's Board approach to Prevent duties. Further details of the required training content for the DSL are set out in Annex B of KCSIE.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role. The School ensures that the designated safeguarding lead (and deputy) also undertakes training in inter-agency working and other matters as appropriate.

23. Professional Confidentiality

A member of staff must never guarantee confidentiality to anyone about a safeguarding concern (including parents / carers or pupils) or 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 and may require further referral to and subsequent investigation by appropriate authorities.

Information on individual child protection cases may be shared by the designated safeguarding lead (or deputy) 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.

24. The School's Arrangements to Fulfil Other Safeguarding Responsibilities

24.1 Looked After Children

The Board of Governors will ensure that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.

24.2 Children with a Social Worker

At Chigwell we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils.

This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health.

We take these needs into account when making plans to support pupils who have a social worker.

To support these pupils, the DSL will have regular meetings to check in with the pupil and offer any support needed. Also, the DSL will check in with the pupils' tutors and housemaster/mistress or head of year, to make sure they are supported both pastorally and academically.

The DSL will attend Child in Need meetings with Social Services and write reports when requested to do so.

The DSL is the designated member of staff who has responsibility for their welfare and progress. The School ensures that the designated member of staff receives appropriate training in order to carry out their role, the most recent care plan and contact arrangements with parents and delegated authority carers. If looked after children are on roll, the School will be mindful of [Promoting the Education of Looked After Children](#).

24.3 Private Fostering

Private fostering describes an arrangement that lasts for twenty-eight days or more where a child (under 16 years, or 18 years if disabled) is cared for by someone who is not a close relative. Close relative means grandparent, uncle, aunt, stepparent, or older brother or sister. By law, parents and carers must notify their local authority of any private foster arrangements. The school itself has a duty to inform the local authority where we are aware or suspect a child is subject to a private fostering arrangement. On admission to the school, we will take steps to verify the relationship of the adults to the child who is registered.

24.4 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

24.5 Arrangements for Visiting Speakers

The School has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The School's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the School and British values. A member of staff organising an event with a visiting speaker will first seek approval from the Deputy Head, Deputy Head (S&S), or Head of Pre Prep and Prep.

The School undertakes a risk assessment before agreeing to a visiting speaker being allowed to attend the School. This will take into account any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual

respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the School may request a copy of the visiting speaker's presentation and/or footage in advance of the session being provided.

Visiting speakers, whilst on the School site, will be supervised by a member of staff. On attending the School, they will be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The School shall also keep a formal register of visiting speakers retained in line with its Data Protection Policy.

24.6 Disqualification from Working In Childcare

Staff connected to the School's early years and later years provisions are under an ongoing duty to inform the School if their circumstances change which would mean they meet any of the criteria for disqualification under the Childcare Act 2006. Staff should refer to the School's recruitment, selection and disclosure policy and procedure for further information about this duty and to their contract of employment in respect of their ongoing duty to update the School.

24.7 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.

24.8 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.

24.9 Duty to Notify OFSTED

The School will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. For example, where the School is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it.

The School will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

25.1 Oversight of Safeguarding, Including Arrangements for Reviewing Policies and Procedures

Reverend Christopher Davies is the nominated Safeguarding Governor, Jenny Gwinn is the nominated Deputy Safeguarding Governor and they are designated to take strategic responsibility at Board level for the safeguarding arrangements within the School.

The DSL and deputies will monitor the operation of this policy and the implementation of its procedures and will undertake a full review annually or earlier if required, seeking contributions from staff. The DSL will update SMT regularly on the operation of the School's safeguarding arrangements. Where an incident involving a member of staff occurs, the LADO will be requested to assist in reviewing the School's procedures to determine whether any improvements can be made. Any shortfalls in the Child Protection and Safeguarding Policy will be addressed without delay.

The Safeguarding Governor and the Deputy Safeguarding Governor will attend the regular safeguarding meetings in school.

The DSL will meet with the Safeguarding Governor at least once a year in a fully minuted meeting to report on Child Protection procedures and summary data. The minutes will be sufficiently detailed to demonstrate both the breadth and depth of the review undertaken.

The DSL and the Deputy DSLs, and the Safeguarding Governor will provide an annual monitoring report for the Governors' full Board meeting. The report will address how the School ensures that this Policy is kept up to date; staff training on safeguarding; referral information; issues and themes which may have emerged in the School and how these have been handled; and the contribution the School is making to multi-agency working in individual cases or local discussions on safeguarding matters. The outcome of the annual policy review will also be reported to the Governors' full Board meeting. The Governors' full Board meeting will review the annual policy report, the Policy and the implementation of its procedures including good cooperation with local agencies and the efficiency with which the related duties have been discharged. The Board meeting should also consider independent corroboration when available, such as inspection of records or feedback from external agencies including the LADO. The Governors will consider the proposed amendments to the Policy from both the DSLs and its own members, before giving the revised Policy its final approval. Detailed minutes recording the review by the Governors' full Board meeting will be made.

25.2 Role of the Governors

The Governors ensure that the policies, procedures and training within the School are effective and comply with the law at all times. They ensure that all required policies relating to safeguarding are in place, that the Child Protection and Safeguarding Policy reflects statutory and local guidance and is reviewed at least annually.

Governors ensure that the School contributes to inter-agency working, in line with statutory and local guidance. They ensure that information is shared and stored appropriately and in accordance with statutory requirements.

Governors ensure that all adults in the School who work with children undergo safeguarding and child protection training at induction as appropriate and that it is regularly updated. All staff members receive regular safeguarding and child protection updates, at least annually, to provide them with the relevant skills and knowledge to keep our children safe. All Governors are required to complete the NSPCC child protection training for Governors and update every two years. This training will equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding procedures and policies in school are effective and support the delivery of a robust whole school approach to safeguarding.

As part of this process, Governors will ensure that the School has appropriate filters and monitoring systems in place and regularly review their effectiveness.

Governors ensure that pupils are taught about safeguarding (including online safety) through teaching and learning opportunities as part of a broad and balanced curriculum. The School works in accordance 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 mandatory.

Governors and members of SMT are responsible for ensuring the School follows recruitment procedures that help to deter, reject or identify people who might abuse children. The School adheres to statutory responsibilities to check adults working with children and has recruitment and selection procedures in place (see the School's 'Safer Recruitment' policy for further information).

As part of the shortlisting process the School carries out an online search to help to identify any incidents or issues that have happened and are publicly available online. These may be explored with the candidate at interview. Governors ensure that volunteers are appropriately supervised in school.

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.

25.3 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.

Chair of Governors
Ms R. Serrelli

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

Appendix 1 – Signs and Types Of Abuse

All school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.

1. **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
2. **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
3. **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.
4. **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Specific safeguarding issues: behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via child-on-child abuse, such as bullying (including cyberbullying), gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children absent from education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse, upskirting, downblousing and trafficking.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5-11-year-olds and 12–17-year-olds.

The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children with Family Members in Prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

Child Sexual Exploitation

The statutory definition of Child Sexual Exploitation (CSE) can be found in the guidance document *Child sexual exploitation: Definition and a guide for practitioners* (DfE 2017)

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

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, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and

- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

CCE Child Criminal Exploitation

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], 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 be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. 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.

Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - [NCSC.GOV.UK](https://www.ncsc.gov.uk)

Domestic Abuse

The Domestic Abuse Act 2021 (Part 1) defines domestic abuse as any of the following behaviours, either as a pattern of behaviour, or as a single incident, between two people over the age of 16, who are 'personally connected' to each other:

- (a) physical or sexual abuse;
- (b) violent or threatening behaviour;
- (c) controlling or coercive behaviour;
- (d) economic abuse (adverse effect of the victim to acquire, use or maintain money or other property; or obtain goods or services); and
- (e) psychological, emotional or other abuse.

People are 'personally connected' when they are, or have been, married to each other or civil partners; or have agreed to marry or become civil partners. If the two people have been in an

intimate relationship with each other, have shared parental responsibility for the same child, or they are relatives.

The definition of Domestic Abuse applies to children if they see or hear, or experience the effects of, the abuse; and they are related to the abusive person.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children if they see, hear or experience the effects of the abuse and are related to the abusive person. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support.

Operation Encompass

This operates in all Police forces across England. It helps Police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the Police will inform the key adult (usually the Designated Safeguarding Lead) in school before the child or children arrive at school the following day. This ensures that the School has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs. Operation Encompass does not replace statutory safeguarding procedures. Where appropriate, the Police and/or schools should make a referral to children's social care if they are concerned about a child's welfare. More information about the scheme and how schools can become involved is available on the Operation Encompass website: www.operationencompass.org. Operation Encompass provides an advice and helpline service for all staff members who may be concerned about children who have experienced domestic abuse. The helpline is available 8am to 1pm. Monday to Friday on 0204 513 9990

National Domestic Abuse Helpline – REFUGE

This 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.

Chigwell School is a member of Operation Encompass.

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: [Homeless Reduction Act Fact Sheets](#) The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year-olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's social care will be the lead agency for these children, and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The Department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16- and 17-year-olds who may be homeless and/or require accommodation:

FGM

Female genital mutilation refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is illegal in the UK.

FGM typically takes place between birth and around 15 years old; however, it is believed that the majority of cases happen between the ages of 5 and 8.

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

Symptoms of FGM

FGM may be likely if there is a visiting female elder, there is talk of a special procedure or celebration to become a woman, or parents wish to take their daughter out-of-school to visit an 'at-risk' country (especially before the summer holidays), or parents who wish to withdraw their children from learning about FGM. Staff should not assume that FGM only happens outside the UK.

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

If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care. If in any doubt, staff should speak to the DSL.

There is a statutory duty on teachers to personally report to the Police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's social care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) teachers should follow the School's local safeguarding procedures.

Honour Based Abuse

So-called 'honour-based' abuse (HBA) encompasses 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. All forms of so called HBA are abuse (regardless of the motivation) and should be handled and escalated as such.

Where staff are concerned that a child might be at risk of HBA, they must contact the Designated Safeguarding Lead as a matter of urgency.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found on pages 13-14 of the Multi-agency guidelines: Handling cases of forced marriage. School staff can also contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fm@fco.gov.uk.

The Marriage and Civil Partnership (Minimum Age) Act 2022 came into force in February 2023 means that 16- and 17-year-olds will no longer be allowed to marry or enter a civil partnership, even if they have parental consent. Any concerns that students may be getting married should be referred to the DSL.

Terrorism

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

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.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have. All staff have undertaken online training on the Prevent Duty.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

Staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, artwork or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas. The School has a due regard to the need to prevent individuals being drawn into terrorism, known as the prevent duty.

Therefore, in order to discourage radicalisation, the School:

- teaches 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 promotes community cohesion;
- seeks to provide safe spaces in which children and 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;
- is mindful of its existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

CHANNEL is a national programme which focuses on providing support at an early stage to people identified as vulnerable to being drawn into terrorism. All staff members understand how to identify those who may benefit from this support and how to make a referral to the Essex CHANNEL panel.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might

be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Sexual Violence and Sexual Harassment Between Children

Sexual violence and sexual harassment can occur between two or more children of any age or sex. They can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment are likely to find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. The School will respond to allegations seriously and all victims will be offered appropriate support.

The School is aware of the importance of:

- making it clear to pupils that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up; at Chigwell we have a zero tolerance to sexual violence and sexual assault, and it will not be tolerated
- not tolerating or dismissing sexual violence or sexual harassment as 'banter', 'part of growing up', 'just having a laugh' or 'boy being boys'; and
- challenging behaviours (which are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
- Staff should recognise that it is more likely that girls will be victims and boys perpetrators but that all child-on-child abuse will be taken seriously.

References to sexual violence are references to sexual offences under the Sexual Offences Act 2003, specifically rape, assault by penetration and sexual assault.

References to sexual harassment mean 'unwanted conduct of a sexual nature' that can occur online and offline. In the context of child-on-child sexual harassment, it is likely to: violate a child's dignity; and/or make them feel intimidated, degraded or humiliated; and/or create a hostile, offensive or sexualised environment.

The DfE guidance Sexual violence and sexual harassment between children in schools and colleges provides further detailed advice.

Special Educational Needs and/or Disabilities

Pupils with SEND may not outwardly show signs of abuse and/or may have difficulties in communicating abuse or neglect. Staff should be aware that there is a risk that:

- behaviour such as bullying (including prejudice) or peer group isolation may occur.
- they assume that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- children with SEND and LGBTQ pupils could be disproportionately impacted by behaviour such as bullying, without outwardly showing any signs; and
- there may be communication barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL and the head of SEND as appropriate.

Staff will endeavour to reduce the additional barriers faced and provide a safe space for pupils to speak out or share their concerns with members of staff. A bi-weekly LGBT Club where topics are discussed and a teacher sits in on the session is held in an upstairs classroom open to all the Senior School

If a report is determined to be unsubstantiated, unfounded, false or malicious, the Designated Safeguarding Lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help.

It is vital that the staff provide a safe space for them to speak out or share or share their concerns with members of staff.

In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the School or college, should consider whether any disciplinary action is appropriate against the individual who made it as per their own behaviour policy.

All incidents of rape, assault by penetration or sexual assault, should be discussed with the Police by telephoning 101. The victims wishes will be taken into account as to the way in which the Police proceed. Please see Sexual Offence flow chart on following page. If a pupil is investigated by the police, they must have an appropriate adult present.

Children who are lesbian, gay, bisexual, or gender questioning

NOTE: as of 1st September 2025, this section is under review by the government.

A child or young person being lesbian, gay, or bisexual is not in itself an inherent risk factor for harm, however, they can sometimes be targeted by other children. In some cases, a child who is perceived by other children to be lesbian, gay, or bisexual (whether they are or not) can be just as vulnerable as children who are.

However, the Cass review identified that caution is necessary for children questioning their gender as there remain many unknowns about the impact of social transition and children may well have wider vulnerabilities, including having complex mental health and psychosocial needs, and in some cases additional diagnoses of autism spectrum disorder and/or attention deficit hyperactivity disorder.

It recommended that when families/carers are making decisions about support for gender questioning children, they should be encouraged to seek clinical help and advice. When parents are supporting pre-pubertal children, clinical services should ensure that they can be seen as early as possible by a clinical professional with relevant experience.

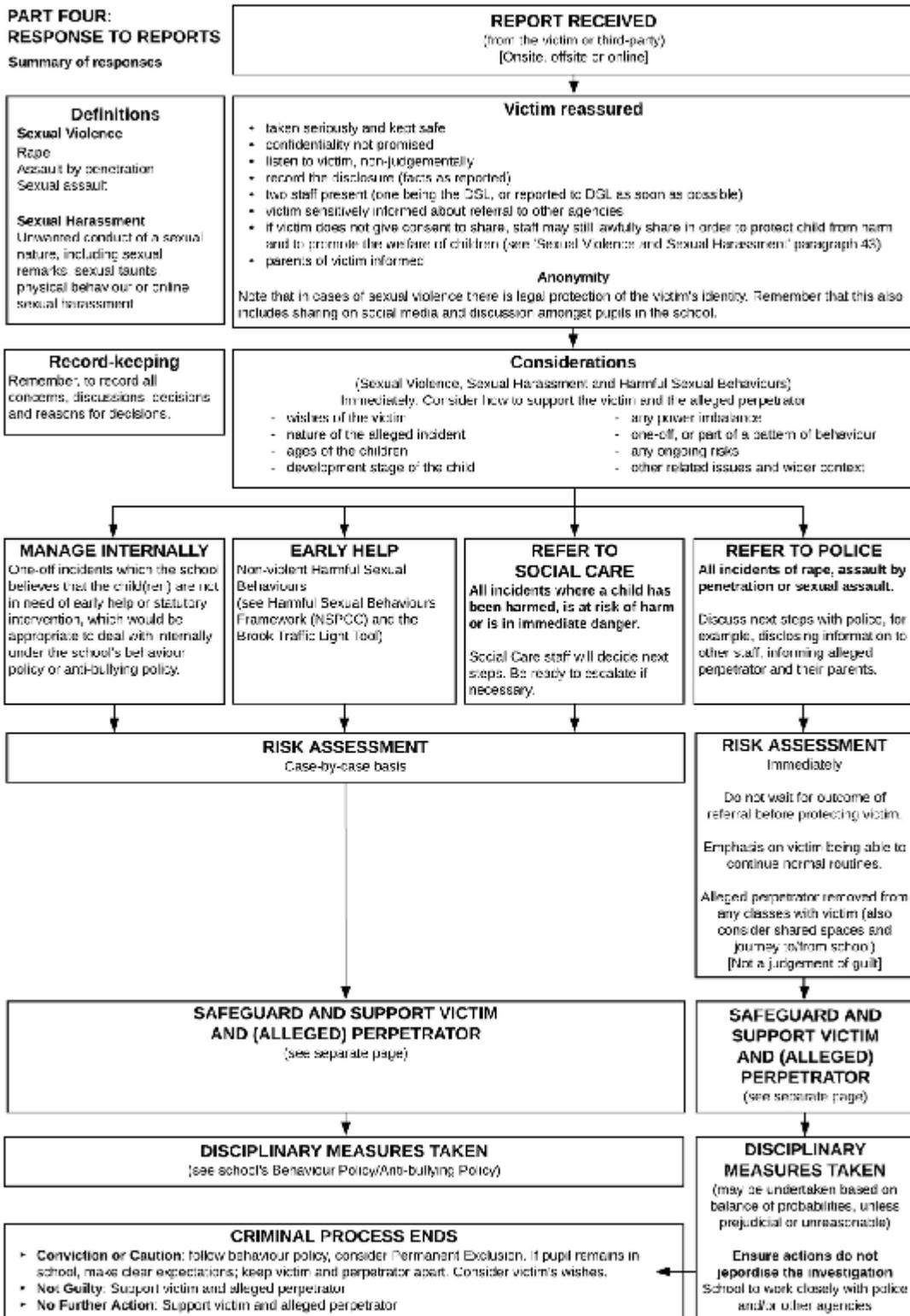
As such, when supporting a gender questioning child, schools should take a cautious approach and consider the broad range of their individual needs, in partnership with the child's parents (other than in the exceptionally rare circumstances where involving parents would constitute a significant risk of harm to the child), including any clinical advice that is available and how to address wider vulnerabilities such as the risk of bullying. Schools should refer to our Guidance for Schools and Colleges in relation to Gender Questioning Children, when deciding how to proceed.

Risks can be compounded where children lack trusted adults with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and create a culture where they can speak out or share their concerns with members of staff.

SEXUAL VIOLENCE and SEXUAL HARASSMENT.

PART FOUR: RESPONSE TO REPORTS

Summary of responses



Children Absent from Education

A child absent from school for repeated or prolonged periods of time is a potential indicator of abuse or neglect. Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. All unexplained absences will be followed up in accordance with this policy. Where reasonably possible, the School will hold more than one emergency contact for each pupil in order to ascertain whether a child is missing.

The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority and the local authority where the child is normally resident of any pupil who fails to attend school regularly or has been absent without the School's permission for a continuous period of 10 school days or more.

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

Contextual Safeguarding

Safeguarding incidents and behaviours can be associated with factors outside our school. 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 exploitation, criminal exploitation, and serious youth violence. To this end, we will consider relevant information when assessing any risk to a child and share it with other agencies to support better understanding of a child and their family.

Promoting Positive Mental Health and Resilience in School

Positive mental health is the concern of the whole community and the School recognises that it plays a key part in this. It is important to develop the emotional wellbeing and resilience of all pupils and staff, as well as provide specific support for those with additional needs. There are risk factors which increase someone's vulnerability and protective factors that can promote or strengthen resiliency. The more risk factors present in an individual's life, the more protective factors or supportive interventions are required to counterbalance and promote further growth of resilience.

It is vital that the School works in partnership with parents to support the well-being of pupils. Parents should share any concerns about the well-being of their child with the School, so appropriate support and interventions can be identified and implemented. Please see the Pupil Mental Health Policy.

Appendix 2 - 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 and Promoting Children's Welfare 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 and Promoting Children's Welfare 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.

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 within 5 days of the start of a 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 3 - 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 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 working directly with children, I have completed online training in The Prevent Duty and Level Two Safeguarding. I have been issued with and read a copy of DfE guidance, Keeping Children Safe in Education, Part 1, Part 5 and Annex B.

As I do not work directly with children, I have read Annex A in KCSIE.

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

Pre Prep Prep Senior *Please circle*

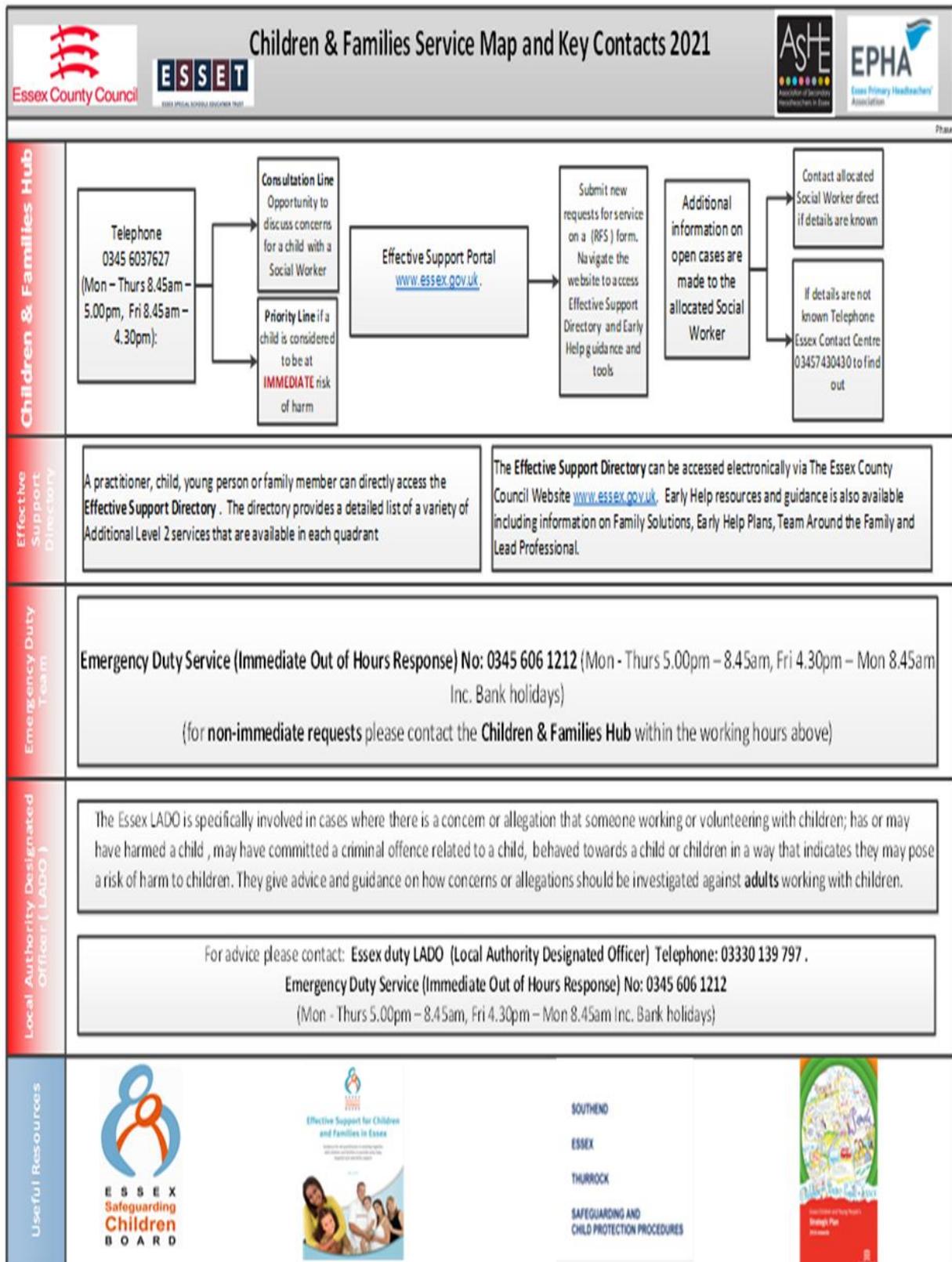
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Department _____ Support Staff

Signed _____ Date _____

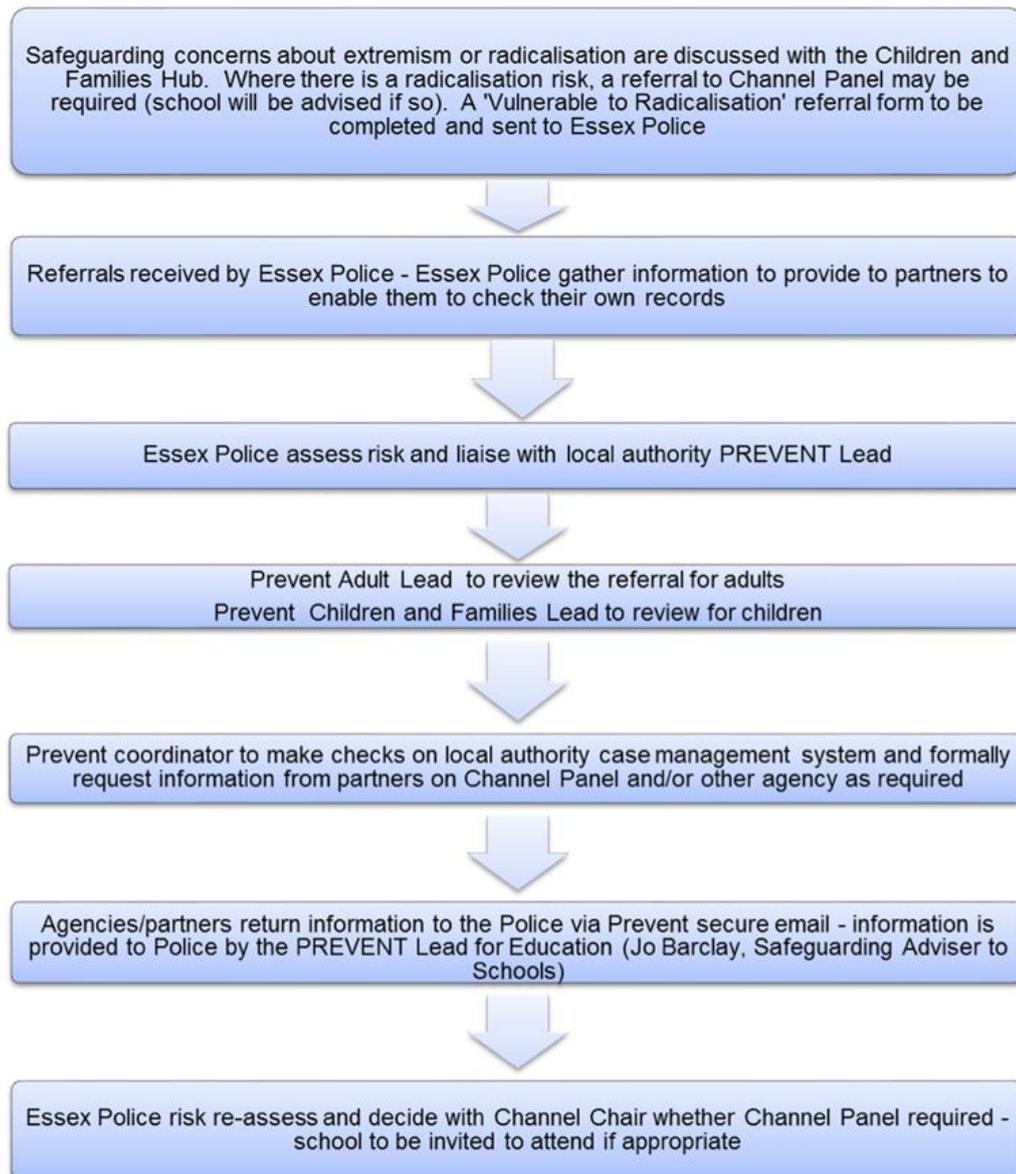
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Appendix 4 – Children and Families service map and key contacts

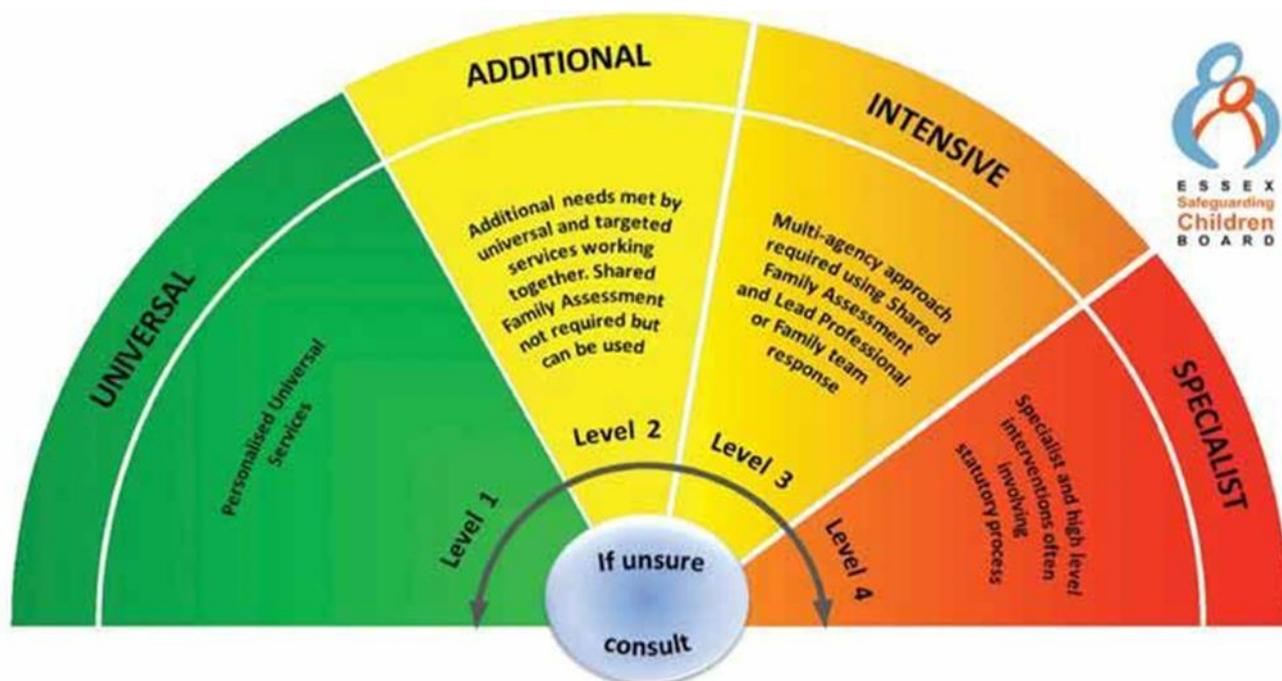


Appendix 5 – PREVENT Referral Flowchart

Appendix 6 – PREVENT Referral Flowchart



Appendix 6 – 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

