



Safeguarding and child protection policy

The Chartwell International School Chile (CIS) is committed to safeguarding and promoting the welfare of children, to safeguarding all children, irrespective of ability, ethnicity, faith, gender, sexuality and culture, and expects all staff and volunteers to share this commitment.

All children have equal rights to be protected from harm and abuse. Everyone has a responsibility to support the protection of children. All schools have a responsibility to build a community that values diversity, equity, and inclusion for each child. All schools have a duty of care to children enrolled in the school and those who are affected by the operations of the school. All actions on child protection are taken with consideration for the best interests of the child, which are paramount.

This policy provides clear guidance to staff and others about expected codes of behaviour in dealing with safeguarding and child protection issues, thus ensuring child protection concerns and referrals are handled sensitively, professionally, and in ways that support the needs of the child.

Staff responsible: Senior leadership team and Co Founder member responsible for safeguarding children. To be read by all staff working with children at CIS.

This policy has been approved by

Name and Role	Signature and Date
Owner - Nenad Gazikalovic	
Co Founder - Misa Tomasevic	
Head of La Dehesa- Ivana Ivkovic	
Head of Gran Via - Krista Dewald	
Head of Via Azul- Antonina Viksenco	
Director of Community and DSL- Andrea Rivas	
Director of Wellbeing- Patricia Black	

Review date: June 2026

Next review date: February 2027

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Key points

The safety of our students is our number one priority

Safeguarding and promoting the welfare of our students is everyone's responsibility

We operate within a culture of openness and recognise and accept that abuse can happen in any organisation

We are a 'sharing organisation'-all concerns should be reported

All concerns about a student (including signs of abuse and neglect) must be reported immediately to the Designated Safeguarding Lead (DSL) or Head of School

In the event that a student is in immediate danger or at risk of harm a referral should be made to Designated Safeguarding Lead and/or Head of School

All low/high level concerns about a staff member should be referred to the relevant Head or DSL or HR

All low- or high-level concerns about the child should be referred to the DSL or Head

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Introduction

Chartwell International School fully recognises its moral and statutory responsibilities to safeguard and promote the welfare of all students. We endeavour to provide a safe and welcoming environment where children are respected and valued. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

This policy applies to all teaching, non-teaching, support, peripatetic, contract staff, volunteers and any other adults working at the school. All references in this document to ‘staff’ or ‘members of staff’ should be interpreted as relating to the aforementioned unless otherwise stated. For the purpose of this guidance children include everyone under the age of 18.

Safeguarding legislation and guidance

This policy is informed by:

- United Nations Convention on the Rights of the Child (UNCRC)
- Chilean Law 21.430 on Guarantees and Comprehensive Protection of the Rights of Children and Adolescents
- Chilean Criminal Code and reporting obligations relating to children
- Better Childhood Service (Servicio Mejor Niñez)
- Office of Local Childhood Protection (OLN)
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children
- COBIS Safeguarding Standards
- Keeping Children Safe International Standards

Contact details

The table below outlines the contact details of named staff in school and external agencies linked to child protection and safeguarding.

In the unlikely event that the designated safeguard leads are not available, staff should raise concerns with a member of the Senior Leadership Team.

School details	
Designated Safeguarding Lead (DSL)	Andrea Rivas Email address: andrea.r@chartwell.cl
Wellbeing Director	Patricia Black Email address: patricia.b@chartwell.cl
Head of La Dehesa	Ivana Ivkovic

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	Email address: ivana.i@chartwell.cl
Head of Gran Via	Krista Dewald Email address: krista.d@chartwell.cl
Head of Via Azul	Antonina Viksenko Email address: antonina.v@chartwell.cl
Co Founder	Misa Tomasevic Email address: misa.tomasevic@chartwell.cl

Authority Contacts		
Carabineros de Chile	133	24h
PDI	134	24 h
Family Courts (Tribunal de Familia)		
Office of Local Childhood Protection (OLN)		
Servicio Mejor Niñez	+56 22 499 0300	
Emergency Ambulance	131	24h

Part A: Principles and aims

At Chartwell International School Chile, we are committed to providing a safe, nurturing, and supportive environment where all children can learn, grow, and develop to their full potential. In congruence with our Mission Statement, we recognise that education is about more than academics and that the wellbeing, safety, and protection of every child are fundamental to their success and development.

We take a holistic approach to education that focuses on the whole child, including their academic achievement, social-emotional wellbeing, physical health, personal development, and creativity. We believe that every child has the right to feel safe, respected, listened to, and valued within our school community.

Schools fulfil a unique role in society as protectors of children. Educators have the opportunity to observe and interact with children over time and are therefore uniquely positioned to identify concerns, provide support, and respond appropriately when a child may be at risk. All adults working within the school have a professional, ethical, and legal responsibility to safeguard children and promote their welfare.

Safeguarding and promoting the welfare of children is everyone's responsibility. Effective safeguarding requires all members of the school community to work together to create a culture where children are protected from harm, concerns are identified early, and appropriate action is taken when needed.

The aims of this policy are to:

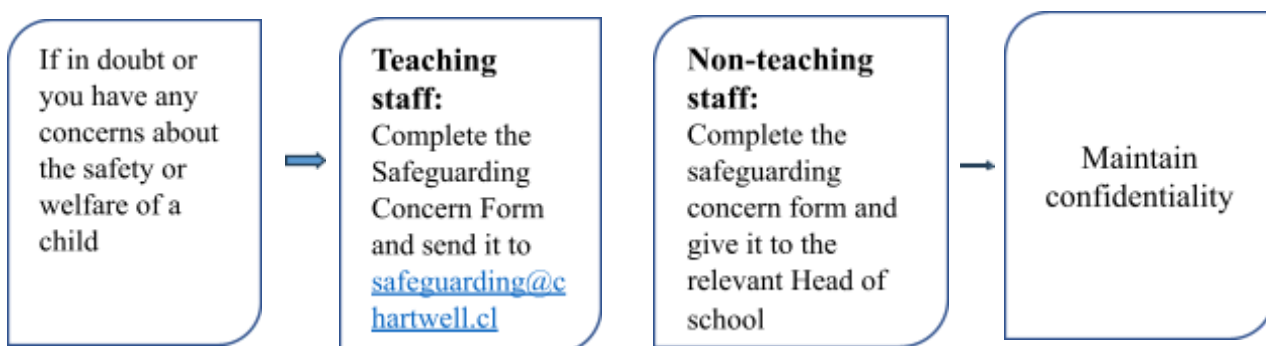
- Safeguard and promote the welfare of all students.
- Provide a safe, secure, inclusive, and supportive learning environment.
- Protect students from all forms of abuse, neglect, exploitation, discrimination, harassment, bullying, and harm.
- Ensure that all safeguarding concerns are identified, recorded, reported, and responded to appropriately.
- Promote a culture in which students feel safe to speak, seek support, and share concerns.
- Ensure all staff understand their safeguarding responsibilities and receive appropriate training.
- Support students who may be experiencing abuse, neglect, mental health concerns, self-harm, bullying, peer-on-peer abuse, online risks, or any other safeguarding concern.
- Work in partnership with parents, carers, external agencies, and relevant authorities to protect children and promote their wellbeing.
- Ensure that safe recruitment practices, professional conduct, and safeguarding procedures are embedded throughout the school.
- Promote positive relationships, respect, responsibility, and accountability across the school community.
- Raise awareness of safeguarding through education, prevention, and early intervention.

This policy applies to all members of the Chartwell community, including students, staff, volunteers, governors, contractors, visitors, and any individual working on behalf of the school.

Chartwell International School recognises its responsibility to comply with Chilean legislation relating to the protection of children and young people, the United Nations Convention on the Rights of the Child, and international safeguarding best practice. The school is committed to maintaining safeguarding standards that reflect both local legal requirements and internationally recognised expectations for child protection and wellbeing.

Safeguarding extends beyond the school environment and includes students' experiences at home, online, in the community, during school trips, extracurricular activities, and all school-related events. The welfare of the child will always be the school's primary consideration when making decisions regarding safeguarding and child protection.

Part B: Actions where there are concerns about a child



Chartwell International School recognises that safeguarding concerns may arise through direct disclosures, observations made by staff, concerns raised by parents, information shared by another student, changes in behaviour, attendance concerns, emotional wellbeing concerns, online safety concerns, or any other circumstance that may indicate that a child is at risk of harm.

All members of staff are designated reporters and have a professional, ethical, and legal responsibility to safeguard children. Any concern regarding the safety, welfare, or wellbeing of a student must be reported immediately to the Designated Safeguarding Lead (DSL) or the Head of School. No safeguarding concern should ever be ignored.

Where there is cause to suspect child abuse or neglect, the staff member must report their concerns immediately. All staff and administrators are mandated reporters of suspected abuse and neglect.

When a concern is identified, staff must:

- Remain calm and listen carefully.
- Take the concern seriously.
- Reassure the child that they have done the right thing by speaking up.
- Avoid asking leading questions.
- Make an accurate factual record of what was seen, heard, or disclosed.
- Report the concern immediately through the school's safeguarding procedures.
- Maintain confidentiality and only share information with those who need to know.

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All safeguarding concerns must be recorded using the school's Safeguarding Concern Reporting Form. Staff should provide factual and objective information, recording what was seen, heard, disclosed, or observed without interpretation or investigation. Completed forms should be submitted immediately to the Designated Safeguarding Lead (DSL) or the Head of School. In urgent situations, staff should make an immediate verbal report and complete the safeguarding form as soon as possible afterwards.

Staff must never:

- Promise confidentiality to a child.
- Delay reporting a concern.
- Conduct interviews or investigations independently.
- Discuss the matter with individuals who are not directly involved in managing the concern.

The Designated Safeguarding Lead (DSL) and Head of School will review safeguarding concerns and determine the most appropriate course of action in accordance with the school's safeguarding procedures. Additional members of the safeguarding team may be involved where appropriate depending on the nature of the concern.

All parties involved must maintain confidentiality throughout the process.

In cases where there is a concern that a child may be at risk while on campus, immediate protective measures may be implemented, including restricting an individual's access to students where necessary.

A Response Team (RT), as a subcommittee of the Child Protection Team, may be convened to review available information and determine the appropriate next steps. The Response Team will normally consist of the Head of School, Designated Safeguarding Lead, relevant wellbeing staff, and any additional members deemed necessary according to the circumstances of the case.

Within 24 hours of a disclosure or report, the Response Team will review all available information, consult with external experts where appropriate, and determine the most appropriate course of action. Parents or guardians directly involved may be informed as appropriate and affected individuals may be referred for additional support.

Where there is reasonable cause to suspect criminal conduct or significant risk of harm, the school will report the matter to the relevant authorities in accordance with Chilean legislation and reporting obligations.

The school may work collaboratively with external agencies, professionals, and authorities to ensure the safety and wellbeing of the child and to provide appropriate support for all individuals affected.

Appropriate support will be offered to students and families affected by safeguarding concerns. This may include support from school wellbeing staff, external specialists, healthcare professionals, or referrals to appropriate agencies where required.

The welfare and best interests of the child will always be the primary consideration when responding to safeguarding concerns.

Accurate and confidential records of all safeguarding concerns, actions, decisions, and communications will be maintained securely by the school.

The school recognises that each safeguarding concern is unique and that the specific actions taken may vary according to the circumstances of the case. Professional judgement, consultation, and consideration of the individual needs of the child will always form part of the decision-making process.

Where appropriate, the school will communicate with parents and families regarding safeguarding matters while respecting confidentiality, privacy, legal requirements, and the welfare of all individuals involved.

Bullying

While bullying between children is not a separate category of abuse or neglect, it is a serious issue that can cause significant emotional distress and negatively impact a child's wellbeing, safety, and ability to learn.

Bullying may take many forms, including physical, verbal, social, relational, discriminatory, prejudice-based, sexual, and cyberbullying. In some circumstances, bullying may become a safeguarding concern, particularly where there is evidence of serious harm, ongoing harassment, exploitation, coercion, discrimination, sexual harassment, sexual violence, or significant emotional impact on a student.

All incidents of bullying, including cyberbullying, discriminatory bullying, and prejudice-based bullying, should be reported using the school's Safeguarding Concern Reporting Form (Appendix 1) and will be managed in accordance with the school's Anti-Bullying Policy and safeguarding procedures where appropriate.

Possible indicators that a student may be experiencing bullying include:

- Reluctance to attend school
- Changes in behaviour or mood
- Withdrawal from peers
- Loss of confidence or self-esteem
- Anxiety or emotional distress
- Unexplained injuries
- Changes in academic performance
- Social isolation

Chartwell International School is committed to promoting a culture of respect, kindness, inclusion, and positive relationships, where all students feel safe, valued, and supported.

Taking action

Any child, in any family, in any school could become a victim of abuse, neglect, or exploitation. Staff should always maintain an attitude of *"it could happen here"* and remain vigilant to signs that a child may need help or protection.

Key points for staff to remember when responding to safeguarding concerns are:

- In an emergency, take the action necessary to protect the child and seek immediate assistance from emergency services where required.

- Report your concern immediately to the Designated Safeguarding Lead (DSL) or the Head of School and, wherever possible, before the end of the same working day.
- Complete the school's Safeguarding Concern Reporting Form as soon as possible, ensuring that all information recorded is factual, accurate, and objective.
- Do not start your own investigation or attempt to gather evidence independently.
- Do not ask leading questions.
- Share information only on a need-to-know basis and maintain confidentiality at all times.
- Do not discuss the concern with colleagues, friends, family members, or other individuals who are not directly involved in managing the concern.
- Seek support for yourself if you feel distressed or affected by the situation.

Remember: safeguarding is everyone's responsibility, and no concern is too small to report if it relates to the safety, welfare, or wellbeing of a child.

Early help

All staff should be aware of the Early Help process, understand their role within it, and remain alert to identifying children who may benefit from additional support before concerns escalate.

This includes:

- Identifying emerging concerns, vulnerabilities, or unmet needs.
- Liaising with the Designated Safeguarding Lead (DSL), Head of School, or relevant wellbeing staff.
- Sharing information appropriately to support early identification and intervention.
- Working collaboratively with families, school staff, and external professionals where appropriate to support the wellbeing of the child.

Early Help means providing support as soon as a concern emerges at any stage of a child's development. There may be occasions when staff observe changes in a student's behaviour, emotional wellbeing, relationships, attendance, academic performance, appearance, or general presentation that suggest they may require additional support.

In these circumstances, staff should seek appropriate opportunities to check in with the student, offer support, and encourage them to speak about any concerns they may have. Staff should not investigate concerns themselves but should remain supportive and observant.

If a member of staff believes that a child may benefit from Early Help support, they should complete a Safeguarding Concern Reporting Form and discuss the matter with the Designated Safeguarding Lead (DSL) or Head of School.

Effective Early Help may involve support from the school's wellbeing team, pastoral staff, teachers, parents, external professionals, or relevant agencies, depending on the needs of the child and family. The aim of Early Help is to identify concerns at the earliest possible stage and provide timely support that promotes positive outcomes for students and prevents concerns from escalating.

All Early Help concerns should be reviewed regularly to ensure that appropriate support is in place and that the needs of the child continue to be met.

Child in need, suffering, or likely to suffer, significant harm

If at any time it is considered that a child may be in need of additional protection, has suffered harm, is at risk of significant harm, or may be in immediate danger, the concern must be reported immediately to the Designated Safeguarding Lead (DSL) or Head of School by completing the Safeguarding Concern Reporting Form.

Upon receiving the concern, the DSL and Head of School will review all available information and determine the most appropriate course of action in accordance with the school's safeguarding procedures. This may include implementing immediate support measures, consulting with relevant professionals, involving parents or guardians where appropriate, and considering whether a referral to external agencies or authorities is required.

The school will continue to monitor and record concerns, provide appropriate support and guidance to the student, and take reasonable steps to reduce risk and promote the child's wellbeing.

In cases where there is reasonable cause to believe that a child may be at immediate risk of significant harm, or where there is a legal obligation to do so, the school will contact the appropriate authorities without delay.

Immediate protective measures may be implemented when necessary to safeguard the child. Where a child presents with signs of injury, serious neglect, suspected sexual abuse, or any situation requiring urgent medical attention, emergency services or healthcare professionals will be contacted and appropriate support provided.

If a student makes a disclosure to you

It takes a great deal of courage for a child to disclose that they are being abused, neglected, harmed, or are experiencing a safeguarding concern. They may feel ashamed, frightened, confused, or worried about the consequences of speaking out. They may have been threatened, may fear they will not be believed, or may wrongly believe that what has happened is their fault.

Students who report abuse, neglect, sexual violence, sexual harassment, bullying, or any safeguarding concern should always be taken seriously, kept safe, and never be made to feel that they are creating a problem.

If a student talks to a member of staff about any risk to their safety or wellbeing, the staff member should, at an appropriate point, explain that in order to help keep them safe, the information will need to be shared with the Designated Safeguarding Lead (DSL) or the Head of School. The timing of this conversation should be guided by professional judgement and the individual circumstances of the disclosure.

Promises of confidentiality should never be given.

All students should know that they have safe and trusted adults within the school whom they can approach if they have concerns or need support.

During conversations with students, staff should:

- Allow the student to speak freely and remain calm.
- Listen carefully and avoid interrupting.
- Be comfortable with pauses and silences.
- Offer reassurance such as:
 - "Thank you for telling me."
 - "You have done the right thing by speaking up."
 - "I am glad you told me."
 - "I want to help."
- Avoid asking investigative or leading questions.
- Avoid making assumptions or interpretations.
- Not automatically offer physical contact as a form of comfort.
- Avoid expressing shock, disbelief, or judgement.
- Avoid criticising or blaming any person involved.
- Avoid suggesting that the student should have disclosed earlier.
- Explain what will happen next and who the information will be shared with.
- Ensure the student understands that support will be available.

Following the disclosure, staff must:

- Report the concern immediately to the Designated Safeguarding Lead (DSL) or Head of School.
- Complete the Safeguarding Concern Reporting Form as soon as possible.
- Record only factual information, using the student's own words where appropriate.
- Maintain confidentiality and share information only on a need-to-know basis.
- Seek support if they feel distressed or affected by the disclosure.

Under no circumstances should staff investigate the matter themselves or delay reporting the concern.

Notifying parents

Chartwell International School recognises the importance of working in partnership with parents and guardians to promote the safety, wellbeing, and best interests of students.

In most circumstances, the school will seek to discuss safeguarding concerns with parents or guardians and keep them appropriately informed of actions being taken to support their child.

However, the welfare and safety of the child will always be the school's primary consideration. There may be situations where informing parents immediately is not considered appropriate because it could place the child at increased risk of harm, compromise the safety of those involved, or interfere with actions that may need to be taken by relevant authorities.

In such circumstances, the Designated Safeguarding Lead (DSL) and Head of School will determine the most appropriate course of action and may seek guidance from relevant professionals or authorities before contacting parents or guardians.

The school will always act in the best interests of the child while balancing its safeguarding responsibilities, legal obligations, and commitment to working collaboratively with families whenever possible.

Confidentiality and sharing information

Staff should never guarantee confidentiality to students or adults wishing to share a safeguarding concern, as doing so may not be in the best interests of the child. Instead, staff should explain that information will only be shared with those who need to know in order to help keep the child safe and ensure that appropriate action is taken.

If a child or adult begins to make a disclosure but chooses not to continue, the Designated Safeguarding Lead (DSL) or Head of School should still be informed as soon as possible.

All staff understand that safeguarding and child protection matters require a high level of confidentiality. Concerns should only be discussed with the Designated Safeguarding Lead (DSL), Head of School, members of the Safeguarding Team, or other individuals directly responsible for managing the concern. Information will only be shared on a need-to-know basis.

All safeguarding records, whether electronic or paper-based, will be maintained securely and treated as confidential. Access will be restricted to authorised individuals who require the information in order to fulfil their safeguarding responsibilities.

The DSL and Head of School may share information within the school or with external professionals, agencies, or authorities when it is necessary to safeguard a child or promote their welfare. Information sharing will always be guided by the best interests of the child, safeguarding responsibilities, legal requirements, and professional judgement.

Where information is shared without informing the student or family, the rationale for that decision will be clearly recorded.

Any requests to access safeguarding records should be referred to the Head of School or the individual responsible for managing student records and data protection matters.

The school recognises that concerns about confidentiality should never prevent appropriate information sharing when doing so may help protect a child from harm. Where uncertainty exists, advice may be sought from school leadership or relevant professionals before information is shared.

Children who may be particularly vulnerable

Some children may have an increased risk of abuse, neglect, exploitation, or other safeguarding concerns. Many factors can contribute to increased vulnerability, including prejudice, discrimination, social isolation, communication difficulties, family circumstances, mental health needs, or barriers that may make it more difficult for a child to seek help or be heard.

To ensure that all students receive appropriate protection and support, special consideration may be given to children who:

- Are living in unstable, temporary, or otherwise challenging home situations.
- Are affected by parental substance misuse, domestic violence, family conflict, or parental mental health difficulties.
- Have experienced trauma, loss, bereavement, or significant life changes.
- Have additional learning needs or disabilities.
- Experience communication difficulties.
- Have social, emotional, behavioural, or mental health needs.
- Are vulnerable to bullying, cyberbullying, or peer-on-peer abuse.
- Are vulnerable to discrimination or maltreatment based on race, ethnicity, nationality, religion, disability, gender, sexual orientation, or any other protected characteristic.
- Have limited proficiency in English or Spanish.
- Experience social isolation or have limited support networks.
- Have attendance concerns or are at risk of disengagement from education.
- Are at risk of online harm, exploitation, abuse, or inappropriate influence.
- Have medical conditions or other circumstances that may increase their vulnerability.

This list is not exhaustive. Any child may be vulnerable at different points in their life, and safeguarding concerns can arise regardless of a child's age, background, circumstances, or family situation.

All staff should remain alert to the individual needs and circumstances of students and recognise that additional vulnerabilities may increase a child's need for support and protection.

Children with additional educational needs and disabilities

Children with additional educational needs and disabilities may face additional safeguarding challenges and may be more vulnerable to abuse, neglect, bullying, exploitation, and other safeguarding concerns. It is therefore important that the school takes appropriate measures to ensure that these students are protected and supported.

Additional barriers may exist when recognising abuse, neglect, or safeguarding concerns in children with additional educational needs and disabilities. These barriers may include:

- Assumptions that indicators of possible abuse, such as changes in behaviour, mood, communication, presentation, or injury, are related to the child's additional needs without further exploration.
- The potential for students to be disproportionately affected by bullying, discrimination, peer-on-peer abuse, or social isolation.
- Communication barriers that may make it more difficult for a student to disclose concerns, seek help, or be understood.
- Difficulties in recognising whether a student's behaviour is developmentally expected, related to their additional needs, or indicative of a safeguarding concern.
- Increased dependency on adults or peers for support, which may increase vulnerability in some circumstances.

All staff should remain vigilant and ensure that safeguarding concerns involving students with additional educational needs and disabilities are identified, recorded, reported, and responded to appropriately.

The school is committed to ensuring that all students, regardless of their individual needs or circumstances, receive equal protection, support, and opportunities to thrive in a safe and inclusive environment.

Part C: Types and signs of abuse and neglect

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.

Abuse

Abuse is a form of maltreatment of a child. A person may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Abuse can occur within the family, within institutions, between peers, online, or within the wider community.

All staff should be aware that safeguarding concerns and harmful behaviours can occur both inside and outside the school environment. Children may be vulnerable to a range of risks, including abuse, neglect, exploitation, bullying, peer-on-peer abuse, online harm, criminal exploitation, sexual exploitation, and serious violence.

One of the most effective ways to protect children is by recognising the signs that they may need help or protection. All staff should be familiar with the signs and indicators of abuse and neglect so that concerns can be identified and acted upon at the earliest possible stage.

Schools are uniquely placed to observe children over time and identify changes in behaviour, presentation, wellbeing, relationships, attendance, or academic performance that may indicate a safeguarding concern.

Although these indicators are often observed in children who are experiencing abuse or neglect, they do not automatically mean that abuse has occurred. Equally, some children who are experiencing abuse may show very few or no obvious signs. If a member of staff is concerned about a child, they should discuss the matter immediately with the Designated Safeguarding Lead (DSL) or Head of School and complete a Safeguarding Concern Reporting Form.

Some common signs that there may be something concerning happening in a child's life include:

- Unexplained changes in behaviour or personality
- Changes in eating habits
- Sleep difficulties or frequent nightmares
- Self-harming behaviours
- Suicidal thoughts or comments
- Becoming withdrawn or isolated
- Increased anxiety or distress
- Uncharacteristic aggression
- Difficulties forming or maintaining friendships

- Poor relationships with parents, caregivers, or peers
- Knowledge of adult issues inappropriate for their age
- Running away or repeatedly going missing
- Consistently wearing clothing designed to conceal injuries or parts of the body
- Sudden changes in attendance, engagement, or academic performance

These signs do not necessarily mean that a child is being abused or neglected. There may be other factors affecting the child's wellbeing. However, concerns should never be ignored, and staff should always seek advice if they are unsure.

The categories of abuse and neglect outlined below provide guidance on some of the most common forms of harm that children may experience.

1. Physical abuse

Physical abuse is any non-accidental act that causes, or has the potential to cause, physical harm to a child. It may result from a single incident or a series of incidents and can vary in severity. Physical abuse may include, but is not limited to, hitting, shaking, throwing, burning, scalding, poisoning, drowning, suffocating, biting, or otherwise causing physical harm to a child. Physical abuse may also occur when a parent, caregiver, or other adult fabricates or deliberately induces illness in a child.

Staff should remain alert to injuries that are unexplained, inconsistent with the explanation provided, repeated in nature, or appear to follow a pattern.

Possible indicators of physical abuse may include:

- Injuries to parts of the body where accidental injuries are less likely to occur, such as the thighs, abdomen, back, neck, ears, or upper arms.
- Respiratory problems resulting from drowning, suffocation, or poisoning.
- Untreated or inadequately treated injuries.
- Bruising that resembles handprints, fingerprints, belts, cords, or other objects.
- Cigarette burns, human bites, scarring, scalds, or burns.
- Frequent injuries with inconsistent or changing explanations.
- Reluctance to explain injuries or fear of going home.
- Flinching, fearfulness, or unusual reactions to physical contact.

The presence of one or more indicators does not necessarily mean that a child is being physically abused. However, concerns should always be taken seriously, recorded, and reported in accordance with the school's safeguarding procedures.

2. Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child that causes, or is likely to cause, serious and lasting adverse effects on a child's emotional development, wellbeing, self-esteem, and mental health.

Emotional abuse may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include persistent criticism, humiliation, rejection, intimidation, threats, or deliberate attempts to undermine a child's confidence and sense of self-worth.

Emotional abuse may also include preventing a child from expressing their views, deliberately silencing them, making fun of what they say or how they communicate, exposing them to inappropriate expectations, overprotection, isolation, or preventing them from participating in normal social interactions and activities.

A child may experience emotional abuse by witnessing domestic violence, conflict, abuse of another person, or other harmful behaviours within their environment. Emotional abuse may occur on its own or alongside other forms of abuse and neglect.

Possible indicators of emotional abuse may include:

- Aggressive, disruptive, or attention-seeking behaviour.
- Becoming frightened of certain adults or situations.
- Anger, withdrawal, sadness, or depression.
- Low confidence or poor self-esteem.
- Excessive anxiety or emotional distress.
- Sleep difficulties or frequent nightmares.
- Changes in eating habits or eating disorders.
- Self-harming behaviours.
- Refusal to attend school or attempts to run away.
- Difficulties forming or maintaining relationships.
- Inappropriate sexual knowledge or sexualised behaviour for their age.
- Substance misuse.
- Loss of interest in activities, learning, or social interaction.

The presence of one or more indicators does not necessarily mean that a child is experiencing emotional abuse. However, concerns should always be taken seriously, recorded, and reported in accordance with the school's safeguarding procedures.

3. Sexual abuse

Sexual abuse involves forcing, coercing, manipulating, or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening and regardless of whether violence is involved.

Sexual abuse may involve physical contact, including assault by penetration (such as rape or oral sex), or non-penetrative acts such as touching, kissing, rubbing, masturbation, or other sexual activity.

Sexual abuse may also occur without physical contact and may include:

- Exposing a child to sexual activity.
- Involving children in looking at, producing, or sharing sexual images.

- Encouraging children to behave in sexually inappropriate ways.
- Sexual exploitation.
- Grooming, including online grooming.
- Sending, receiving, or sharing sexually explicit material.
- Coercing or manipulating a child into sexual activity through technology or social media.

Sexual abuse is not solely perpetrated by adult males. Women, other adults, and children can also commit acts of sexual abuse.

Children who experience sexual abuse may not always recognise that what is happening is abusive, and many victims show few or no obvious signs. For this reason, all concerns should be taken seriously.

Possible indicators of sexual abuse may include:

- Pregnancy.
- Sexually transmitted infections.
- Pain, itching, bruising, bleeding, or discharge in the genital or anal area.
- Recurrent urinary infections.
- Difficulty walking or sitting.
- Persistent sore throats.
- Inappropriate sexual knowledge for the child's age.
- Sexualised behaviour that is unusual or developmentally inappropriate.
- Sudden changes in behaviour, mood, or emotional wellbeing.
- Withdrawal, anxiety, depression, or self-harming behaviours.
- Reluctance to be alone with certain individuals.
- Fear of specific places or situations.
- Changes in attendance, engagement, or academic performance.

The presence of one or more indicators does not necessarily mean that a child is experiencing sexual abuse. However, concerns should always be taken seriously, recorded, and reported in accordance with the school's safeguarding procedures.

4. Neglect

Neglect is the persistent failure to meet a child's basic physical, emotional, educational, and/or psychological needs, likely to result in the serious impairment of the child's health, wellbeing, or development.

Neglect may occur during pregnancy as a result of maternal substance misuse or other factors that place the unborn child at risk. Once a child is born, neglect may involve a parent, caregiver, or responsible adult failing to:

- Provide adequate food, clothing, shelter, and basic care.
- Protect the child from physical or emotional harm or danger.
- Ensure appropriate supervision and safe caregiving arrangements.
- Ensure access to appropriate medical care or treatment.
- Support the child's emotional needs, development, education, and wellbeing.

Neglect may also include a persistent lack of responsiveness to a child's emotional needs, affection, support, or developmental requirements.

Possible indicators of neglect may include:

- Being underweight or significantly smaller than expected for their age.
- Poor hygiene or consistently inappropriate clothing for weather conditions.
- Frequent tiredness, hunger, or lack of basic care.
- Regular or unexplained absences from school.
- Being regularly left alone or expected to care for younger siblings.
- Untreated medical, dental, or health concerns.
- Delays in physical, emotional, social, or educational development.
- Low self-esteem, withdrawal, or difficulties forming relationships.

It is the responsibility of staff to identify, record, and report concerns. It is not the responsibility of staff to investigate concerns or determine whether abuse or neglect has occurred.

Individual indicators will rarely, in isolation, provide conclusive evidence of neglect or abuse. Safeguarding concerns should be viewed as pieces of a larger picture, with each observation or concern helping the Designated Safeguarding Lead (DSL) and Head of School determine the most appropriate course of action.

Any concerns regarding possible neglect should be recorded using the Safeguarding Concern Reporting Form and reported in accordance with the school's safeguarding procedures.

Part D: Specific safeguarding issues

Children missing education

The school recognises that repeated or prolonged absence from education may be an indicator of a safeguarding concern, including neglect, emotional wellbeing concerns, family difficulties, bullying, or other circumstances affecting a student's welfare.

Attendance is monitored regularly, and concerns regarding unexplained or persistent absences will be followed up in accordance with school procedures. Where safeguarding concerns are identified, they will be reported through the school's safeguarding procedures and reviewed by the DSL and Head of School.

Child sexual exploitation (CSE) and Child criminal exploitation (CCE)

The school recognises that children and young people may be vulnerable to sexual exploitation, criminal exploitation, coercion, manipulation, grooming, or other forms of abuse occurring both online and offline.

Staff should remain alert to concerns involving inappropriate relationships, exploitation, grooming, unexplained gifts, significant behavioural changes, repeated absences, online risks, or situations where a student may be subject to manipulation or pressure by others.

Any concerns relating to possible exploitation must be reported immediately through the school's safeguarding procedures.

Child on child abuse

The school recognises that children can abuse other children and that these behaviours may constitute a safeguarding concern.

Child-on-child abuse may include:

- Bullying, including cyberbullying and discriminatory bullying
- Physical abuse
- Emotional abuse
- Sexual harassment
- Sexual violence
- Sharing of intimate images without consent
- Coercive or controlling behaviours
- Hazing, initiation activities, or harmful group behaviours

Such behaviours are never considered acceptable, normal, or simply part of growing up. Concerns will be taken seriously and addressed in accordance with the school's safeguarding and behaviour policies.

The school is committed to creating a culture of respect, safety, and positive relationships where students feel able to report concerns and seek support.

Bullying/Safeguarding threshold

All concerns relating to bullying, cyberbullying, harassment, discrimination, or harmful behaviour between students should be reported to the relevant Head of Section, Wellbeing Team member, and Class Teacher, in accordance with the school's Anti-Bullying and Safeguarding procedures.

While many incidents may be managed through the school's behaviour and wellbeing processes, some situations may reach the safeguarding threshold and require involvement of the Designated Safeguarding Lead (DSL) and Head of School.

When determining whether a concern should be managed as a safeguarding matter, consideration may be given to:

- The nature and seriousness of the behaviour.
- The wishes, wellbeing, and safety of the student affected.
- The ages and developmental stages of the students involved.
- Any actual or perceived power imbalance between the students.
- Whether the incident appears to be isolated or part of an ongoing pattern of behaviour.
- The impact of the behaviour on the students involved.

- Any concerns relating to sexual harassment, sexual violence, coercion, exploitation, discrimination, or other forms of abuse.
- Whether there are wider safeguarding concerns affecting any of the students involved.

Where safeguarding concerns are identified, the matter will be reviewed by the DSL and Head of School in accordance with the school's safeguarding procedures. Appropriate measures will be implemented to ensure the safety, wellbeing, and support of all students involved.

The school recognises that students displaying harmful behaviour may also have unmet needs, vulnerabilities, or safeguarding concerns of their own. For this reason, support and intervention may be considered for all students involved, while maintaining appropriate accountability for behaviour.

The school will normally seek to work in partnership with parents and guardians when responding to concerns involving students. However, there may be circumstances where immediate action is required to protect the wellbeing or safety of a student.

Where behaviour is found to be in breach of the school's expectations, appropriate consequences may be applied in accordance with the school's Behaviour Policy. The purpose of any disciplinary response is to promote accountability, reinforce expectations, protect the school community, and support positive behavioural change.

The school is committed to maintaining a safe, respectful, and inclusive environment where all students feel protected, supported, and able to report concerns without fear.

Through curriculum programmes, assemblies, wellbeing initiatives, student workshops, staff training, and clear behavioural expectations, the school actively promotes respectful relationships, responsible behaviour, and a culture where bullying, harassment, and abuse are not tolerated.

Mental health

All staff should be aware that mental health concerns can, in some cases, be an indicator that a child has suffered, or may be at risk of suffering, abuse, neglect, exploitation, or other safeguarding concerns.

Only appropriately qualified professionals should attempt to diagnose mental health conditions. However, school staff are often well placed to identify students whose behaviour, emotional wellbeing, attendance, relationships, or presentation may indicate that they require additional support.

Experiences such as abuse, neglect, trauma, family difficulties, bullying, loss, or other adverse childhood experiences can have a significant impact on a student's mental health, behaviour, learning, and overall wellbeing.

Where a member of staff has concerns about a student's mental health, wellbeing, or emotional safety, they should follow the school's safeguarding and wellbeing procedures and report concerns to the Designated Safeguarding Lead (DSL), Head of School, or relevant wellbeing staff as appropriate.

Where necessary, the school may implement additional support measures, wellbeing interventions, monitoring arrangements, risk assessments, or referrals to external professionals in order to safeguard and support the student.

The school is committed to promoting positive mental health, emotional wellbeing, resilience, and help-seeking behaviours through its curriculum, wellbeing programmes, pastoral support systems, and safeguarding practices.

Online safety

Technology plays an important role in teaching and learning and is an integral part of students' daily lives. The school recognises that technology can also present safeguarding risks and is committed to promoting safe, responsible, and respectful use of digital technologies both in and outside of school.

Online safety is an essential part of safeguarding and includes protecting students from harmful or inappropriate content, unsafe online contact, risky online behaviour, cyberbullying, online exploitation, and other digital risks.

The school promotes online safety through curriculum opportunities, assemblies, wellbeing programmes, staff supervision, safeguarding education, and clear expectations regarding the responsible use of technology. Further information can be found in the school's Online Safety and Acceptable Use Policies.

All staff receive safeguarding training that includes online safety awareness and are expected to remain vigilant to online risks that may affect students.

Filtering and Monitoring

The school uses filtering and monitoring systems to help safeguard students while using school technology and internet services.

Students in Year 7 and above use school-managed Chromebooks, and the school utilises Hapara to support the monitoring of student activity on these devices. Hapara is also used to support the supervision of student activity on school computers within ICT learning environments.

School leadership and the IT Department regularly review the effectiveness of filtering and monitoring systems to ensure that they continue to support a safe learning environment.

Supervision

Students are supervised by staff throughout the school day, including during break and lunch periods. Staff maintain active supervision of common areas and remain attentive to student wellbeing, behaviour, and safety.

Students should not be left unsupervised in school areas where supervision is expected.

CCTV

The school operates CCTV cameras in strategic common areas of the campus to support the safety, security, and wellbeing of students, staff, and visitors.

CCTV is not used within classrooms and is monitored and managed in accordance with school procedures and applicable legal requirements.

Mobile Phones

The use of mobile phones by students is managed in accordance with the school's Mobile Phone Policy.

Students are not permitted to use mobile phones during the school day. Where a student is required to bring a mobile phone to school, the device must be handed in at Reception upon arrival and collected at the end of the school day.

Further information can be found in the school's Mobile Phone Policy.

Part E: Roles and responsibilities

The Co-Founder, Head of School, Heads of Campus, and Designated Safeguarding Leads (DSLs) share responsibility for ensuring that safeguarding and child protection policies, procedures, training, and practices are implemented effectively throughout the school.

Chartwell International School has Designated Safeguarding Leads (DSLs) who have responsibility for safeguarding and child protection across the school. The DSLs work closely with the Head of School, Heads of Campus, Wellbeing Team, and Co-Founder to ensure that safeguarding concerns are identified, recorded, reported, and managed appropriately.

The DSLs liaise with school leadership and relevant professionals as required when responding to safeguarding concerns and determining appropriate actions to protect and support students.

The Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead (DSL) has lead responsibility for safeguarding and child protection within the school, including online safety.

The DSL works closely with the Head of School, Co-Founder, Wellbeing Team, Coordinators, and other relevant staff to ensure that safeguarding concerns are identified, recorded, reported, and managed appropriately.

The responsibilities of the DSL include:

- Leading safeguarding and child protection practice across the school.
- Receiving, reviewing, and managing safeguarding concerns and disclosures.
- Providing advice, guidance, and support to staff on safeguarding matters.
- Ensuring safeguarding concerns are appropriately recorded and securely maintained.

- Coordinating safeguarding responses and determining appropriate next steps.
- Liaising with families, external professionals, and relevant authorities where appropriate.
- Ensuring safeguarding policies and procedures are implemented consistently.
- Supporting the wellbeing and safety of students affected by safeguarding concerns.
- Promoting a culture where students feel safe, listened to, and supported.
- Ensuring staff receive safeguarding training and regular updates.
- Maintaining up-to-date safeguarding knowledge through ongoing professional development.

The DSL may be supported by members of the Senior Leadership Team, Heads of Section, Wellbeing Counsellors, and other members of the Safeguarding Team as appropriate.

Opportunities to teach safeguarding

Chartwell International School is committed to promoting the safety, wellbeing, and personal development of all students through a proactive and preventative approach to safeguarding education.

Students are taught about safeguarding, wellbeing, healthy relationships, online safety, personal responsibility, and help-seeking behaviours through a variety of age-appropriate opportunities across the curriculum.

Safeguarding education is delivered through the school's Personal Development (PD) programme, which incorporates the SEE Learning (Social, Emotional and Ethical Learning) framework, PSHE topics, assemblies, awareness campaigns, and wellbeing initiatives. In addition, the school regularly hosts workshops and presentations for students delivered by internal staff and external specialists on topics relevant to student safety and wellbeing.

These opportunities aim to help students:

- Recognise risks and unsafe situations.
- Develop healthy relationships and respectful behaviours.
- Understand online safety and responsible use of technology.
- Build emotional awareness, resilience, and self-regulation skills.
- Know how and where to seek help when they are worried about themselves or others.
- Understand their rights, responsibilities, and role in creating a safe school community.

The school believes that safeguarding is most effective when students are empowered with the knowledge, skills, and confidence to protect themselves and support others.

Staff training

All newly appointed staff receive safeguarding training as part of their induction programme. This training includes:

- The school's Safeguarding and Child Protection Policy.
- The role of the Designated Safeguarding Lead (DSL).

- Recognising signs of abuse, neglect, exploitation, and other safeguarding concerns.
- Reporting procedures and the use of the Safeguarding Concern Reporting Form.
- Early Help and student wellbeing.
- Staff Code of Conduct.
- Whistleblowing Policy.
- Behaviour Policy.
- Online Safety and Acceptable Use Policies.

All staff are expected to complete safeguarding training appropriate to their role, including, as a minimum, Level 1 Safeguarding Training. Staff receive regular safeguarding updates and refresher training to ensure they remain informed of current safeguarding responsibilities, emerging risks, and school procedures.

Designated Safeguarding Leads (DSLs) and other staff with safeguarding responsibilities undertake additional safeguarding training appropriate to their role and maintain their knowledge through ongoing professional development.

Safeguarding team

The following training is completed bi-annually:

- Advanced Certificate in Child Protection and Safeguarding for Leaders for International Schools (Safeguarding Alliance)

Other training

Any member of staff who is involved in recruitment will complete the following course:

- Certificate in Safer Recruitment for International Schools

Support for and supervision of staff

All staff should feel comfortable and confident approaching the DSL, ADSL, Executive Principal or any other member of the senior leadership teams about safeguarding and/or pastoral concerns, including in relation to unsafe practice (see Whistleblowing section below). If a staff member would like additional support and/or training in order to fulfil their safeguarding responsibilities, including in identifying and/or handling a concern they should speak to the DSL/ADSL who will work with the member of staff to ensure that they are adequately supported.

One-on-one situation with a student

Staff should always maintain appropriate professional boundaries when interacting with students and take reasonable steps to ensure that one-to-one situations are transparent and can be observed by others whenever possible.

Staff should:

- Avoid meeting with students in isolated or secluded areas of the school.
- Use designated learning, wellbeing, or meeting spaces whenever possible.
- Ensure there is visual access to any one-to-one meeting, for example by keeping doors open or using rooms with visibility panels.

- Inform another member of staff when a one-to-one meeting is taking place where appropriate.
- Consider whether another adult should be present depending on the circumstances and needs of the student.
- Record and report any safeguarding concerns arising from a one-to-one interaction.

Staff should always maintain professional conduct and avoid behaviour that could be misinterpreted or place either the student or staff member at risk.

Appropriate physical contact may sometimes be necessary, for example when providing first aid, cleaning or treating a minor wound, supporting an injured student, assisting with mobility or personal care needs, implementing an individual care plan, supporting a distressed student, or preventing immediate harm to a student or others.

Any physical contact should always be:

- Appropriate to the situation.
- Necessary and proportionate.
- In the best interests of the student.
- Respectful of the student's age, dignity, and personal boundaries.

Staff should explain their actions whenever possible and seek the student's understanding and cooperation.

Physical intervention should only be used as a last resort when all reasonable non-physical strategies have been exhausted and where a student is:

- At immediate risk of harming themselves.
- Posing an immediate risk of harm to another person.
- Causing serious damage to property.

Whenever possible, staff should first use de-escalation strategies such as verbal support, reassurance, redirection, warnings, or allowing time and space for the student to regulate.

Any physical intervention must be reasonable, proportionate, and limited to the minimum force and duration necessary to ensure safety. Physical contact must never be used to punish, intimidate, humiliate, force compliance, or inflict pain.

Staff should not:

- Initiate unnecessary physical contact.
- Engage in physical play, rough play, or horseplay with students.
- Use physical contact as punishment or discipline.
- Exchange personal gifts with individual students.
- Communicate with students through personal social media accounts or private messaging platforms.
- Transport students in private vehicles unless specifically authorised by school leadership and in accordance with school procedures.
- Engage in behaviour that could reasonably be perceived as favouritism, secrecy, an inappropriate relationship, or a breach of professional boundaries.

- Physically prevent a student from entering or leaving a room unless there is an immediate safety concern.

Where younger students require assistance with personal care, staff should encourage independence wherever possible and provide support in a manner that preserves the child's dignity, wellbeing, and privacy. Where practical, another adult should be aware that support is being provided.

Physical punishment is strictly prohibited.

Any significant physical intervention, situation in which a student becomes distressed, makes a disclosure, raises a safeguarding concern, or where a staff member feels uncomfortable about an interaction should be reported promptly to the DSL or Head of School and recorded in accordance with school procedures.

Safeguarding Oversight

The Co-Founder, Designated Safeguarding Lead(DSL), Heads of Campus, and Wellbeing Team share responsibility for promoting a strong safeguarding culture across the school and ensuring that safeguarding procedures are implemented effectively.

Safeguarding concerns, trends, procedures, and significant cases may be reviewed regularly by members of the safeguarding and leadership teams to ensure that students receive appropriate support and that safeguarding practices remain effective.

The DSLs are responsible for monitoring safeguarding records, reviewing procedures, coordinating safeguarding responses, and identifying areas where additional training, support, or preventative measures may be required.

An annual review of safeguarding practices, procedures, and training is conducted to ensure continued alignment with school needs, current safeguarding guidance, and international best practice. Findings from this review may be used to inform policy updates, staff training, and ongoing school improvement initiatives.

This policy is reviewed annually and updated as required.

Part F: Other safeguarding policies and procedures

Safer recruitment

Chartwell International School is committed to promoting the safety and wellbeing of children through robust safer recruitment practices.

The school follows a Safer Recruitment process designed to help ensure that all adults working with students are suitable for their roles and share the school's commitment to safeguarding and child protection.

Recruitment procedures may include identity verification, qualification checks, employment history reviews, professional reference checks, criminal background checks where applicable, suitability assessments,

safeguarding-focused interview questions, and the exploration of any gaps or concerns identified during the recruitment process.

All staff, volunteers, contractors, and visitors are expected to comply with the school's safeguarding expectations and procedures while on site.

Further information can be found in the school's Safer Recruitment Policy.

Good practice guidelines and staff code of conduct

All staff have a responsibility to maintain the highest standards of professional conduct and to act in a manner that safeguards and promotes the welfare of students.

Staff are expected to:

- Treat all students with dignity, respect, and fairness.
- Maintain appropriate professional boundaries at all times.
- Promote a safe, inclusive, and supportive environment.
- Model positive and respectful behaviour.
- Remain alert to signs of abuse, neglect, exploitation, or other safeguarding concerns.
- Follow the school's safeguarding procedures and report concerns promptly.
- Comply with the expectations outlined in the Staff Code of Conduct, Staff Handbook, and related school policies.

Further guidance regarding professional conduct can be found in the Staff Code of Conduct and Staff Handbook.

Whistleblowing

Chartwell International School is committed to fostering a culture of openness, accountability, and safeguarding.

Any member of staff who has concerns regarding the conduct, behaviour, suitability, or professional practice of another adult working with students must report those concerns in accordance with the school's Whistleblowing Policy.

Concerns may relate to actions within or outside of school where an individual's behaviour could raise questions regarding their suitability to work with children.

All concerns will be taken seriously, treated sensitively, and managed in accordance with school procedures.

Further information can be found in the school's Whistleblowing Policy.

Site security

All visitors are escorted or supervised while on site.

Extended school and off-site arrangements

All extended and off-site activities are subject to a risk assessment to satisfy health and safety and safeguarding requirements. Where extended school activities are provided by and managed by the school, our own child protection and safeguarding policy and procedures apply.

When our students attend off-site activities, including day and residential visits and work-related activities, trip leaders will check that effective child protection arrangements are in place. The trip leader is the first person of contact in case of any child related concerns. The trip leader will then decide whether the situation merits involving the safeguarding team. During all trips, the safeguarding team will be available over phone or zoom.

Staff/Student and parent online relationships

The school provides advice to staff regarding their personal online activity and has strict rules regarding online contact and electronic communication with students and parents. Details are found in the E-safety policy. Staff found to be in breach of these rules may be subject to disciplinary action.

Related safeguarding policies

- E-safety policy
- Acceptable Use Policy
- Staff Code of Conduct
- Primary school behaviour policy
- Secondary school behaviour policy
- Anti-bullying policy
- Health and Safety policy
- Trips policy
- Whistleblowing policy.

Appendix 1 - Safeguarding concern form

Safeguarding concern form

Please complete this form if you have a concern about a pupil and send it to the following email address
safeguarding@chartwell.c

Pupil's name			Class teacher		Class	
Date of referral			Time of referral			
Body chart attached	Yes	No	Name of DSL/ADSL			
Have you already contacted parents about your concerns?				Yes	No	
Staff name						

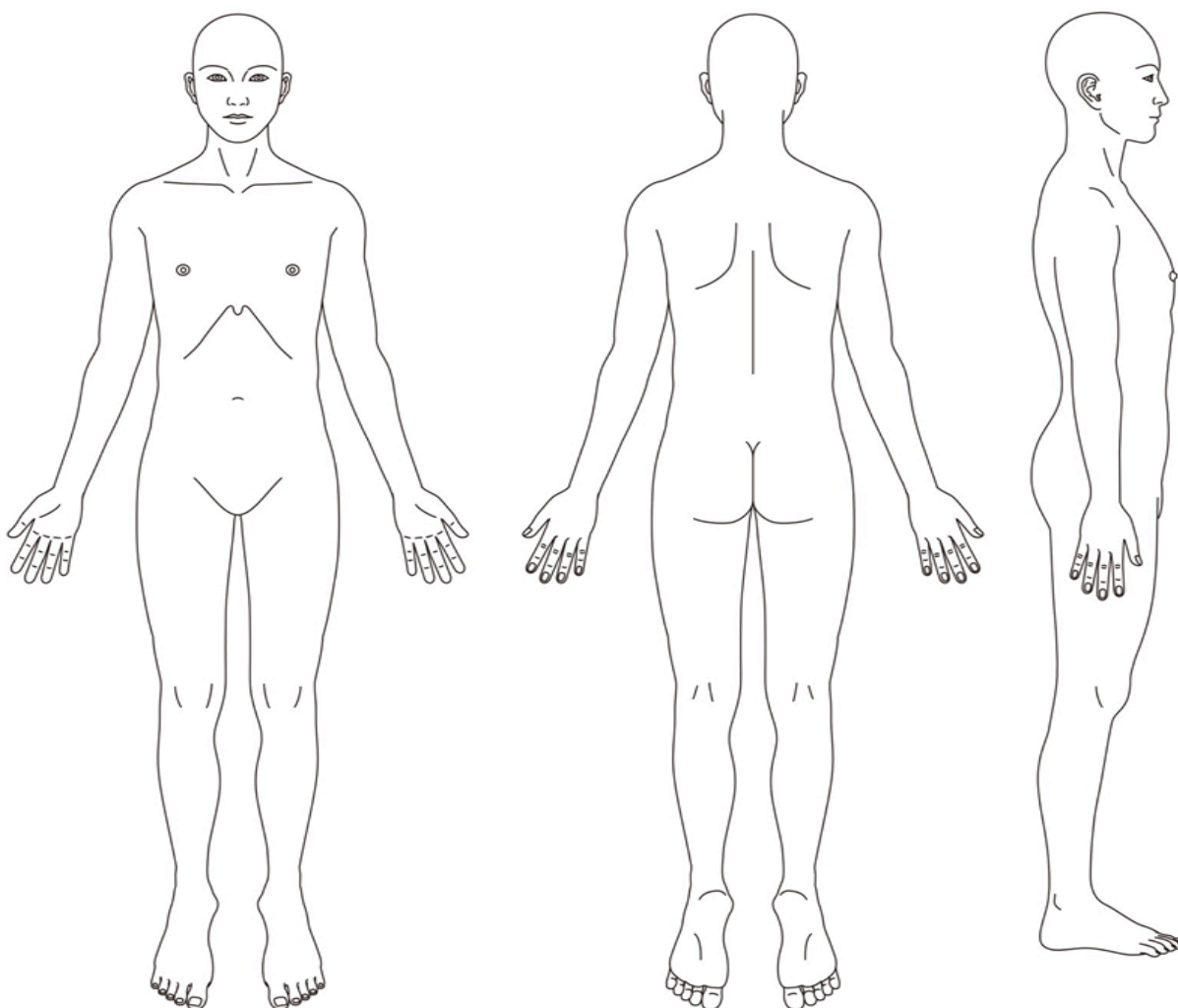
Reason for referral (check all that apply)			
• Anger management • Bullying • Social skills/Friends • Negative attitude • Withdrawn/Shy	• Honesty • Health (family or self) • Adjustment • Family Conflict • Attendance	• Mental health concern • Grief (Loss/Death) • Uncooperative/ Defiant • Child protection concern (abuse, neglect, exploitation) • Issues with achievement	• Self-esteem • Personal hygiene • Theft/Vandalism • Other: _____

Concern (provide as much detail as possible)

--

This chart must be attached to the concern form. Clearly mark the location of your concern and label each concern with a number for referencing purposes.

Pupil's name	
Observations made by	
Signed	
Date	



To be completed by the Safeguarding Team

Further action required	Date of action	Action taken by	Signature

Name of DSL	
-------------	--

Appendix 2 - Whistleblowing Form (strictly private and confidential)

Whistleblowing form (strictly private and confidential)

Please use this form to report any serious concerns that you may have over malpractice or wrongdoing occurring at Chartwell International School, especially matters relating to safeguarding of children, young people or vulnerable adults.

The above may either involve CIS employees, sub-contractors or other related individuals/organisations.

Who is the allegation against? Please provide name and position (if known)	
What is the allegation?	
Where is this happening and is it still happening?	
What evidence can you give to support this? Please provide further details	
Have you reported this previously? Yes or No.	
If you have reported this previously, who and when did you report it?	
Any further information to add?	
Please provide your contact details.	Print name: Contact telephone: Email address:
Date:	Signature:

Please return this form in confidence to:
relevant Head or DSL