CHESSINGTON SCHOOL

Keeping our Children Safe

Cait Cooper: Assistant Headteacher and Designated Safeguarding Lead

Everyone valued • **Every day** an opportunity • **Every moment** focused on success

Aims of the session

- Definition of safeguarding
- Training
- Parent Updates
- PDW
- Safeguarding at Chessington
- Chessington priorities

KCSIE states that:

"Safeguarding and promoting the welfare of children is **everyone's responsibility**. Everyone who comes into contact with children and their families has a role to play"

The Definition of Safeguarding

Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- **protecting** children from maltreatment;
- **preventing** 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; and
- taking action to enable all children to have the best outcomes.

Child Protection & Safeguarding. Reporting

Child on Child Abuse, Bullying (inc Cyber bullying)

Child Sexual Exploitation

Children and the Court System

Child Abduction and Community Safety Incidents

Children Missing Education

Children with Family Members in Prison

Criminal Exploitation of Children & County Lines

Domestic Abuse and relationship abuse

Substance Misuse

Early Help Training

E-Safety inc Cybercrime

Fabricated or Induced Illness

Faith-based Abuse & Honor-Based Abuse

Female Gential Mutilation

Forced Marriage

Gangs & Youth Violence

Mental Health

Trafficking and Modern slavery. The National Referral Mechanism

Prevent Duty

CLA, Private Fostering, Trauma and Attachment

Harmful sexual Behaviour (inc Upskirting & Sending nudes)

Safeguarding is Everyone's Responsibility

I hope this finds you all safe and well. I have decided to endeavour to write a safeguarding article in the enews each half term as a way of updating parents on current concerns, news topics, places to find support and to communicate the training our staff have undertaken recently. I hope this provides a useful read to you all. As it's the first time of doing this, any feedback would be welcome.

Best Wishes
Miss Smith

In school support

Myself and Miss Jackson have met with the Mental Health Schools team. We have been offered an education well-being practitioner who starts this week. The practitioner will work with low level cases and has been put in place to take pressure off CAMH's by preventing higher level cases. This fantastic resource will supplement our two counsellors who come in once a week and are funded through the Grace Dear Trust. These professionals have become invaluable in supporting the wellbeing of our students.

As part of the recovery from lockdown the school have provided a number of recovery wellbeing packages. If you're unaware of some of these, here is a brief overview.

Universal For all	Targeted Additional interventions (for students to be decided by school) based on need	Specialised Additional and highly personalised interventions
Questionnaire to all parents about return	Pastoral check ins	School Counsellor x 2 Funded through Grace Dear Trust
Student questionnaire prior to starting back	Parent drop ins	Drawing talking therapy
Daily Model Check ins	Wellbeing Coach	Lego therapy
Recovery Pastoral curriculum from tutors	Testing support-SEND	CAMH's Referrals
Emotion coaching for all students	Resilience groups	Saying Goodbye referrals
Covid Testing support	Social stories for SEND students	ELSA
Personal development and wellbeing day on wellbeing 26th	Breakfast club	Health Link Worker referral

March		
Extra curricular clubs to support social connectedness	Mentors	Relate referral
Mental Health workshop for students - 17th May	Specialised reintegration support	Education Psychologist work
Headspace app introduction	Social Skills groups	Oxygen referral
Wellbeing resources on website for parents	Anxiety group	Mental Health Team referral
Resilience screener	TLC Tutor Groups	School police officer mentoring
Trusted adults	Self esteem group	Men and Boy Project (relationship building between sons and fathers)

Young Carers

There are thought to be around 700,000 young carers in the UK (around 50 in every secondary school) and yet only 20,000 are identified. 5.1% of children under 16 have a sibling with a disability - sibling carers are often overlooked. If as a school, we are unaware that a pupil may be a young carer, please do highlight this with us, so we can support in the best way possible.

E safety

This week students were given an assembly to explain how to download the free 'Safer Schools' app which focuses on e-safety. The app has a wealth of resources about different platforms and how to keep yourself safe online. There is a parents version for this app. Please download the app using this QR code and when prompted enter **PIN 7675.**

SAFER SCHOOLS

For Android For Apple

If you want to watch the assembly to understand the app in more detail, follow this link

https://drive.google.com/file/d/1tiqyCCwj2lduTP64qXXUTg3C1DmxAjlt/view?usp=sharing

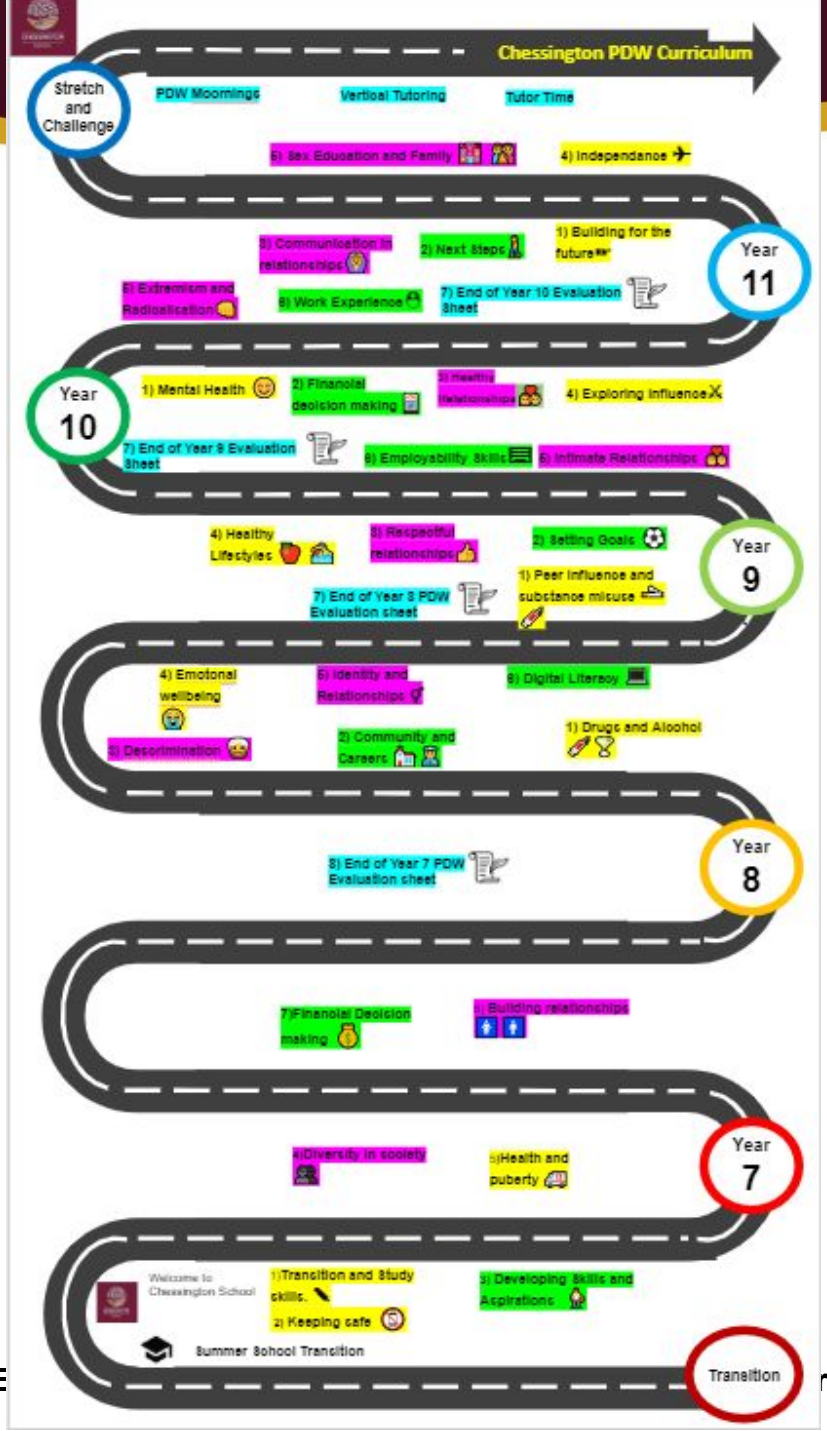
Staff training on safeguarding this academic year so far:

September 2020 - Annual safeguarding training for all staff
September 2020 - Regulating emotions of students post closure
October 2020 - Harmful sexual behaviour training for all teaching staff
November 2020 - Trauma training for pastoral support officer
January 2021 -Staying safe online and in Google classrooms
February 2021 - Countering far right extremism
March 2021 - Mental Health first aid training
April 2021 - LGTBQ+ training for Pastoral support officer
April 2021 - Looked after children training - all teaching staff and teaching assistants

In the news

You may be aware of a website called 'everyone's invited' which has been in the news recently. The website was created in June 2020 but has recently become more popular following the death of Sarah Everard and the protests around women's safety in the UK and Australia. The website is an opportunity for people to post anonymously testimonials of harmful sexual behaviour. There is a new dedicated, confidential helpline run by the NSPCC and is available to current or past victims as well as parents, carers or professionals with concerns. The dedicated NSPCC helpline number is **0800 136 663**, which went live from Thursday 1st April.

The website has prompted a national safeguarding review from OFSTED and will be the driving force behind any new changes which come into place in Sept 2021. It is a reminder to parents, carers and professionals that no type of inappropriate sexual behaviour should ever be termed 'banter' or 'boys will be boys'. I delivered some training to our teaching staff in October 2020 of this nature and about the importance of a school culture that ensures students know who to speak to and when to speak up, I feel confident that our policy reflects that peer-peer abuse is unacceptable in any form, our policy can be found on our website. http://chessington.kingston.sch.uk/school-policies/.



[Chessington School - Curriculum Plans]

E **ry moment** focused on success

7	**Transition and safety** Transition to secondary school and personal safety in and outside school, including first aid	**Developing skills and aspirations** Careers, teamwork and enterprise skills, and raising aspirations	**Diversity** Diversity, prejudice, and bullying	**Health and puberty** Healthy routines, influences on health, puberty, unwanted contact, and FGM	**Building relationships** Self-worth, romance and friendships (including online) and relationship boundaries	**Financial decision making** Saving, borrowing, budgeting and making financial choices
8	**Drugs and alcohol** Alcohol and drug misuse and pressures relating to drug use	**Community and careers** Equality of opportunity in careers and life choices, and different types and patterns of work	**Discrimination** Discrimination in all its forms, including: racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	**Emotional wellbeing** Mental health and emotional wellbeing, including body image and coping strategies	**Identity and relationships** Gender identity, sexual orientation, consent, 'sexting', and an introduction to contraception	**Digital literacy** Online safety, digital literacy, media reliability, and gambling hooks
9	**Peer influence, substance use and gangs** Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation	**Setting goals** Learning strengths, career options and goal setting as part of the GCSE options process	**Respectful relationships** Families and parenting, healthy relationships, conflict resolution, and relationship changes	**Healthy lifestyle** Diet, exercise, lifestyle balance and healthy choices, and first aid	**Intimate relationships** Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography	**Employability skills** Employability and online presence
10	**Mental health** Mental health and ill health, stigma, safeguarding health, including during periods of transition or change	**Next steps** Application processes, and skills for further education, employment and career progression	**Healthy relationships** Relationships and sex expectations, myths, pleasure and challenges, including the impact of the media and pornography	**Exploring influence** The influence and impact of drugs, gangs, role models and the media	**Addressing extremism and radicalisation** Communities, belonging and challenging extremism	**Financial decision making** The impact of financial decisions, debt, gambling and the impact of advertising on financial choices
11	**Building for the future** Self-efficacy, stress management, and future opportunities **Independence** Responsible health choices, and safety in independent contexts	**Families** Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships	**Communication in relationships** Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse	Normal lessons		

PDW Curriculum and teaching-OFSTED Review

- Girls felt that there was no explicit teaching of what is appropriate. They said that adults had left them to teach boys what is acceptable and unacceptable.
- In an attempt to tackle issues in the school, young people felt that a common response from teachers was to have a ‘whole school assembly' about it. They often only served to set the ‘rumour mills' going.
- The report found that young people were seldom positive about their RSHE lessons. They felt that it wasn't treated with the importance it needed and that many of the teachers resented having to teach sex and relationships. This meant that pupils did not feel inclined to take part in discussions that need sensitivity.

Year 7-PDW Curriculum

Transition and safety

Transition to secondary school and personal safety in and outside school, including first aid

Developing skills and aspirations

Careers, teamwork and enterprise skills, and raising aspirations

Diversity

Diversity, prejudice, and bullying

Health and puberty

Healthy routines, influences on health, puberty, unwanted contact, and FGM

Building relationships

Self-worth, romance and friendships (including online) and relationship boundaries

Financial decision making

Saving, borrowing, budgeting and making financial choices

Cait Cooper
Designated safeguarding lead.

Sabrina Williams
Health Practitioner

Catherine Bligh
School Counsellor

Serena Bargary- MHST
Graham White - Safer Schools Police Officer

Mrs Jackson
Pastoral Support, ELSA and Drawing & Talking

Mrs Austin
Higher Level Teaching Assistant – Transition

SAYING GOODBYE Project
SUPPORTING CHILDREN AND YOUNG PEOPLE THROUGH BEREAVEMENT

Grace Dear TRUST

WINSTON'S WISH
Giving hope to grieving children

Everyone valued • **Every day** an opportunity • **Every moment** focused on s

Assessments to be used	Early help	Early Intervention	Intervention
		ELSA	EP
	Peer Mentoring	SEMH 1-2-1 work	AFC Youth Services -Self esteem
	Mental Health ambassador	School Nurse- Self esteem work	AFC SEMH Groups
Early Help assessment	PSHE	School Health Link Worker	Relate
CISS	Leadership opportunities	Snapback Programme	Real Talk
School refusal form	Green Room	EP-De-escalating group	EISS
ELSA Assessment	Headspace	TLC Tutor Group	Counselling-Places to be
8 types of anxiety	Mindfulness group	Parent SEMH classes	CYP (Epsom only)
Boxall	CPD-Staff	Parent SEMH classes	CAMHS
	Scenario based worked	(See Health and Fitness Category)	MCOT
		Young Minds	Drawing Talking
		Kooth	AFC Youth Services -Anger Management
		Calm Harm app	
		Grace dear trust	Grace dear trust
		AFC Youth Services -Self harm	Relate
8 types of anxiety	Pastoral support	Pastoral support	Real Talk
Risk Assessment	Headspace	ELSA	Counselling-Places to be
	Mindfulness	Parent SEMH classes	CYP (Epsom only)
		Parent SEMH classes	CAMHS
		Young Minds	Drawing Talking
		Kooth	
		SEMH 1-2-1 work	Man and Boy Project
	CPD all staff- Attachment	Parent SEMH classes	Relate
	PSHE Programme	Parent SEMH classes	Family Support Worker
Early Help assessment	Restorative conversations	Family Support Worker	Parenting Classes
School refusal form	Conflict resolution	Parenting Classes	Parent drop in- Moor Lane
8 types of anxiety	Friendship Interventions	Parent drop in- Moor Lane	Saying Goodbye Project
	Bullying Workshops	Young Minds	Cruse Bereavement Care
	Social story work	Kooth	One stop shop- DV
	Scenarion based worked	Pastoral support	Safer Space-DV
			Turn2us- Financial help
			Youth Resilience team
	Daniel's story	Marvin (Used by HF)	Schools police officer
	PSHE- Sexual Relationships	Schools police officer	Substance Misuse
	PSHE- Bystander	Oxygen	Oxygen
	PSHE- Social Media	AFC Youth Services -Bystander work	AFC Youth Services -Dealing with conflict
	PSHE- Knife Crime		AFC Youth Services -Bystander work
			Gettington- Sexual health/ Drug and Alcohol services
	LGBTQ-PSHE		
	Healthy Relationships-PSHE		
	Black History	AFC Youth Services- Provide all of the PSHE work we do in smaller groups	Galop- LGBT Anti-Violence charity (counselling)
	Challenging Prejudice		
	Stereotypes		
	Gender and Sexuality		
	Mentoring from an older student		

Moods

- [ ] Worried (31 total)
- [ ] Sad (30 total)
- [ ] Happy (345 total)
- [ ] Angry (16 total)
- [ ] Motivated (94 total)
- [ ] Tired (26 total)
- [ ] Ok (656 total)
- [ ] Grateful (68 total)

Dashboard

Start New Check-In

Check-Ins | Analysis | Recent Check-ins | Groups

10359	1266	433	656
Check-Ins Sent	Completed	Comments Left	Neutral Responses

Student Positivity — 6 months

2 months ago

Positive Key Drivers

Family	(263)
Friends	(170)
Other	(97)
Sport	(70)

Negative Key Drivers

School Work	(41)
Family	(21)
Other	(14)
	(13)

2 months ago

Why are you feeling happy?

It was my birthday on Saturday and I am soo happy about my wonderful day

N/A

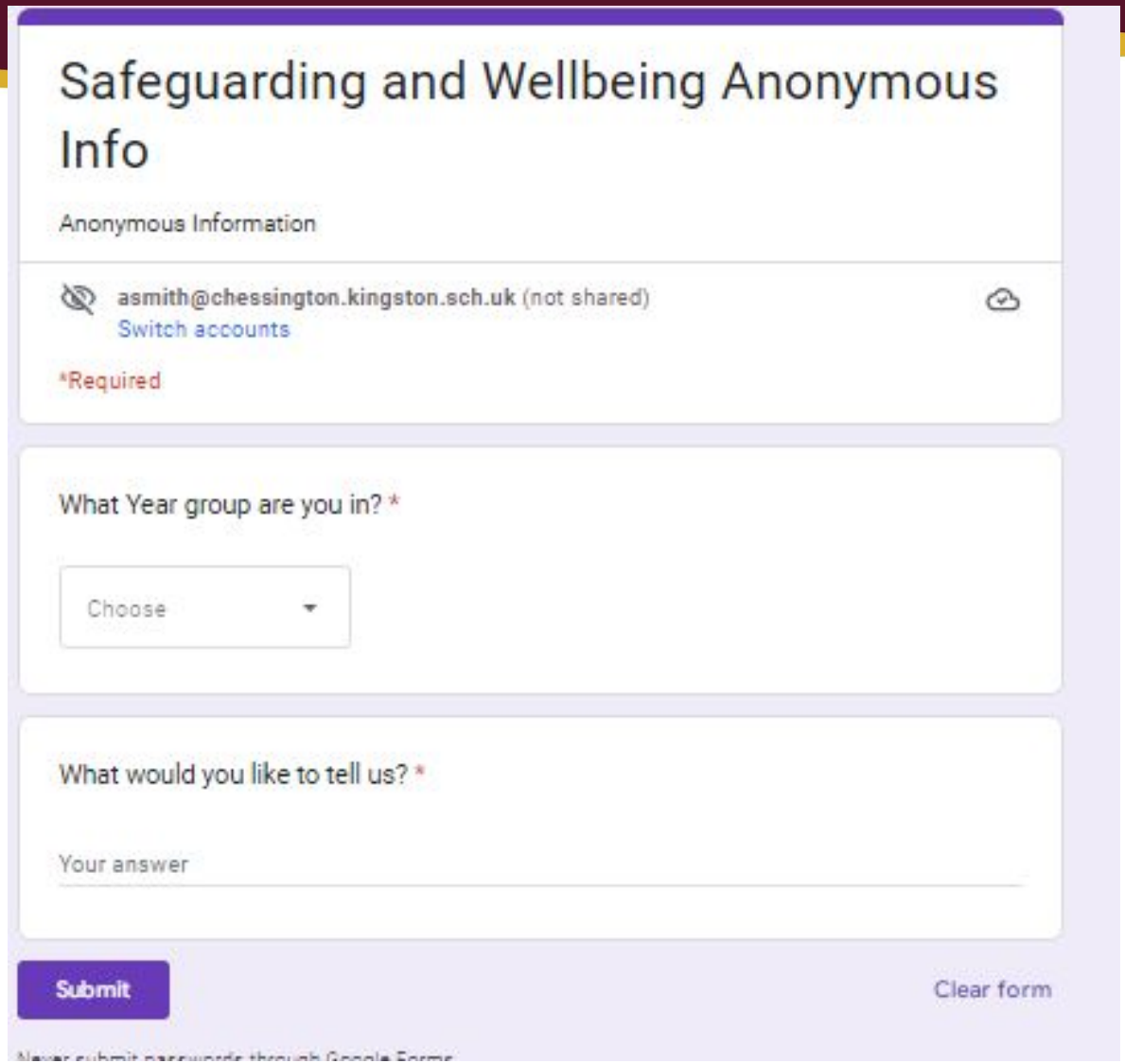
Other

Is there anything you would like your teacher to know about you that they currently don't?

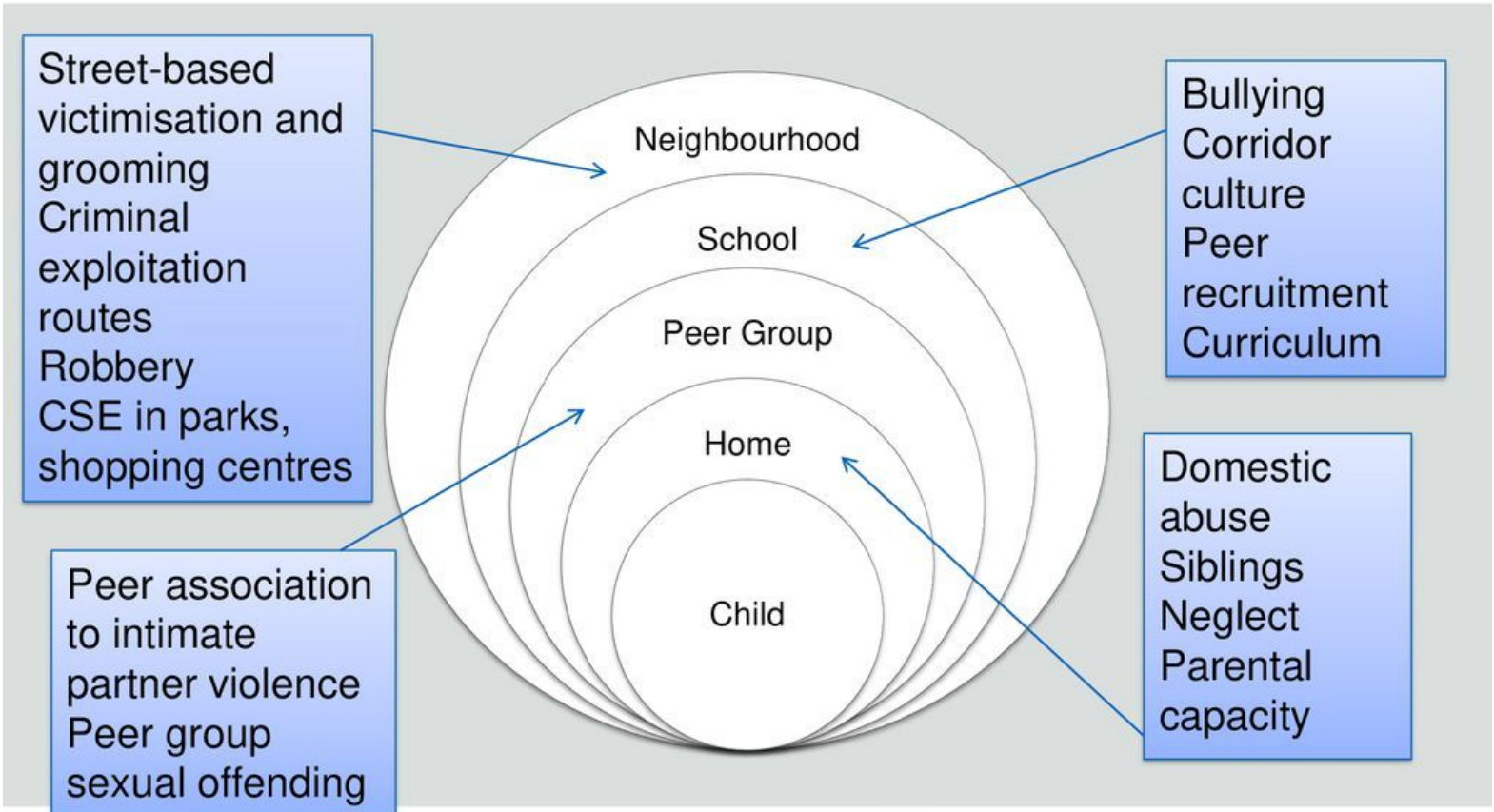
Nope :D

Relationship | Family | Friends

Everyone valued • **Every day** an opportunity •


Safeguarding and Wellbeing Anonymous Info
Anonymous Information
asmith@chessington.kingston.sch.uk (not shared)
Switch accounts
*Required
What Year group are you in? *
Choose
What would you like to tell us? *
Your answer
Submit
Clear form

Contextual dynamics of abuse, vulnerability and risk (Firmin, 2015)



Contextual Safeguarding Network

University of Bedfordshire

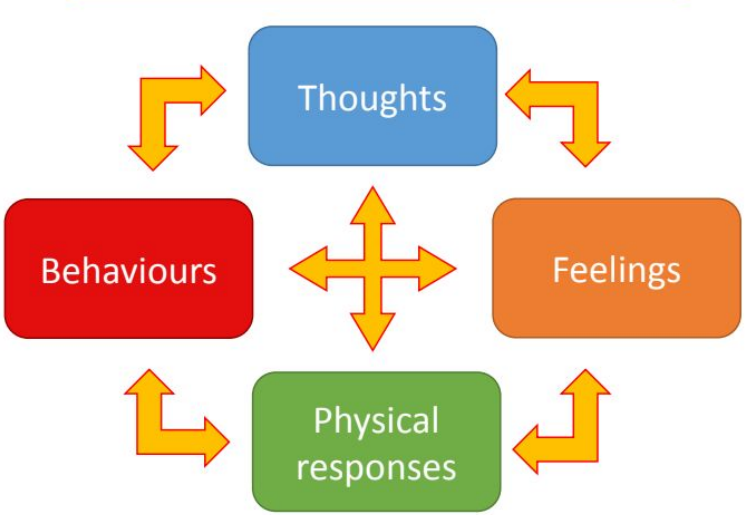
THE INTERNATIONAL CENTRE
RESEARCHING CHILD SEXUAL EXPLOITATION, VIOLENCE AND TRAFFICKING

Mental Health

'if staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.'

The need for the DSL to now liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.

The Cognitive Behavioural Model



Feelings

It's hard to change how we feel, but we can give time and space to listen and talk about feelings.

Thoughts

We do this by helping children find more helpful thoughts about situations and themselves.

Physical responses

We can do this by helping children develop techniques to relax and calm their bodies.

Behaviour

We do this through teaching problem solving skills and supporting them to develop organisational skills.

Child on Child Abuse

- **bullying (including cyberbullying);**
- **physical abuse**
- **sexual violence and sexual harassment.**
- **Upskirting,**
- **Abuse in intimate personal relationships**
- **Sexual harassment has been expanded- Comments, remarks, jokes and online harassement**
- **Consensual and non-consensual sharing nudes**
- **Initiation/hazing type violence and rituals**

Abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”

All child on child abuse is unacceptable and will be taken seriously; it can be between the same gender.

Everyone’s responsibility.

Key findings from OFSTED's Safeguarding Review (Post everyone's invited)

- Sexual harassment and online sexual abuse are so commonplace that young people see no point in reporting incidents. These behaviours have become normalised.
- Boys and girls perceptions differed. Girls described routine name-calling, sexual comments and objectification. Boys talked about jokes and compliments.
- When asked about the frequency of harmful sexual behaviours, in many cases roughly twice as many girls as boys reported that these happened 'a lot or sometimes'.
- The data in these sample schools shows 80% of girls and almost 40% of boys said they knew of incidents of any kind of sexual assault.

Sending Nudes

- Some young people thought was ‘acceptable' to ask for someone for a nude picture, but that the image shouldn't be shared further.
- Girls in particular are regularly sent explicit images from boys, and are under immense pressure from boys to send indecent images of themselves.
- Nearly 90% of girls said being sent an unwanted sexual image happened ‘a lot or sometimes'.

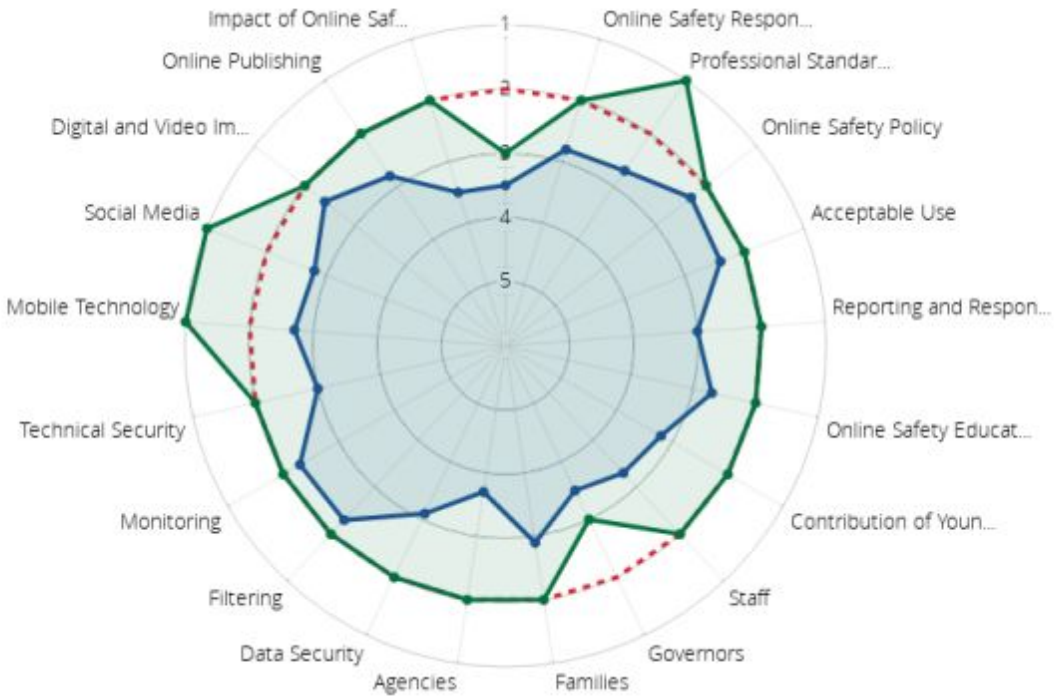
Although young people who were victims of sexual harassment wanted ‘something to be done' they were not necessarily wanting a punitive action, rather a ‘pastoral or supportive' approach. Some young people in the survey were not confident that staff would deal with the issue ‘sensitively'.

'All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.'

Child -Child- Online abuse

'All staff should be aware that **technology is a significant component** in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.'

'the school or college should have a **clear policy on the use of mobile and smart technology**. Schools and colleges should carefully consider how this is managed on their premises and reflect in their mobile and smart technology policy and their child protection policy.They should review this annually.



Before you speak:

THINK

T = Is it True?

H = Is it Helpful?

I = Is it Inspiring?

N = Is it Necessary?

K = Is it Kind?

Why your communication around attendance is so important

- Increased absence can be an indicator of a safeguarding issues
- Some students leave for school and don't make it here- Our response is usually to call the police
- Some students are at risk of self harm,we need to know whether to expect them in
- **"Child abduction"** is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

Any questions?