



Safeguarding Our School Community

It is everyone's responsibility.


Are you a parent or a member of the community with a welfare or safeguarding concern for a child or children?

Based on what you know, in good faith, at the time:

- Has the child or children come to **actual significant harm** as a result of action or inaction of others?
- Has the child or children been at **risk of coming to significant harm** now or in the future?
- Do you have a general concern or feeling about the welfare of a child?
- Is the child likely to come to some harm or be at risk of coming to some harm in the future?

If the answer to ANY of the above is YES or MAYBE contact our safeguarding team and we will provide direct help, refer to an external safeguarding team or sign post for further help, support or guidance.

Our Senior Safeguarding Staff

Safeguarding Manager (SM):	Designated Safeguarding Lead for Child Protection (DSL):	Head Teacher:	Lead Governor for Child Protection:
 Sally Harvey Pastoral Team Lead	 Jeremy Himsworth Deputy Head Teacher	 Andrew Jolley Head Teacher	 Philippa Jackson Governor

Contact our safeguarding team
Please contact us in writing, wherever possible, using the email address opposite. Provide as much detail as you can about the child, your concerns and details of any specific incidents.

Email
cplo@chesswood.w-sussex.sch.uk
 If information is highly sensitive use email below:
cpp@chesswood.w-sussex.sch.uk
 If you need to chat something through first or are worried about sharing information call:01903 204141 and ask to speak to our safeguarding manager

External Contacts	Contact Details
West Sussex Children's Services - Integrated Front Door	Tel: 01403 229900 (Out of Hours – 01403 229900) wchildrenservices@westsussex.gov.uk
Immediate danger?	Emergency Services & Police 999

In terms of safeguarding, speed of reporting is often a critical factor. Once you realise you hold a concern – report it immediately, even if you are not sure or worried about what will happen next – Children come first.



Staff: What to do if you have a child protection concern?

Based on the information available

- Has the child or children come to **actual significant harm** as a result of action or inaction of others?
- Has the child or children been at **risk of coming to significant harm** now or in the future?

No

Yes

Do you have a general concern or feeling about the welfare of a child?

Is the child likely to come to some harm or be at risk of coming to some harm in the future?

- Ensure child's needs are put first
- Listen and take handwritten notes immediately after disclosure (take originals to safeguarding manager as soon as possible for safe storage). Check with the child, if appropriate, that you have an accurate account of their report. Recording must be a clear, precise and factual account of the observations and disclosure.
- Your role is to report immediately not to further an investigation, however they may say things only once, so record it.

Inform Safeguarding Manager, if unavailable the most senior DSL available IMMEDIATELY and IN PERSON.

No

Yes

As soon as possible after informing SM and before leaving the school premises at the end of a shift ensure there is a written account available for future reference:

Bromcom Category: New Safeguarding Incident
Email: CPLO@chesswood.w-sussex.sch.uk
Sensitive? CPP@chesswood.w-sussex.sch.uk

No further action

If you have:
observed non-urgent negative changes in behaviour, engagement or appearance.
Heard comments first hand or passed on by others that raise some concern, including a child. This is a non-exhaustive list
As soon as possible and before leaving the school premises at the end of a shift:
Bromcom Category: New pastoral concern
Email pastoral@chesswood.w-sussex.sch.uk

Have you been able to contact the Safeguarding Manager Sally Harvey or DSL Jeremy Himsworth or Head Teacher Andrew Jolley?

Yes

No

Although you may be involved at a later stage i.e. clarification, your core role is completed. Safeguarding can have significant emotional impact, if you would benefit seek additional support from the DMS, colleagues or from the Employee Assistance Programme 0800 030 5182 – *respect child confidentiality issues throughout.*

If you can't make direct contact or disagree with SM, DSL or his deputy make immediate contact with IFD (formerly MASH)
Tel: 01403 229900
(Out of Hours – 01403 229900)
wschildrenservices@westsussex.gov.uk
<https://www.westsussexcp.org.uk/professionals/>
or
Police 999



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Staff: What to do if you have a child protection concern





Key Contacts:

If you have a safeguarding concern you can:

Meet in person: Request a meeting to share your concerns in person with designated child protection staff below. If urgent, demand it! If you have a safeguarding concern relating to a designated member of staff below contact the Local Authority Designated Member of Staff (LADO).

Bromcom: Tag New Safeguarding Incident **Email** cplo@chesswood.w-sussex.sch.uk;
If highly sensitive cpp@chesswood.w-sussex.sch.uk

Call: 01903 204141 and ask to speak to the designated child protection staff below

Safeguarding Manager (SM) First contact (Operational Safeguarding lead):	Designated Safeguarding Lead for Child Protection (DSL):	Head Teacher:	Lead Governor for Child Protection:
Priority Contact 1	Priority Contact 2	Priority Contact 3	Priority Contact 4
 Sally Harvey Pastoral Team Lead	 Jeremy Himsworth Deputy Head Teacher	 Andrew Jolley Head Teacher	 Philippa Jackson Governor
External Contact	Contact Details		
West Sussex Children's Services - Integrated Front Door (Formerly MASH):	Tel: 01403 229900 (Out of Hours – 01403 229900) WSChildrenServices@westsussex.gov.uk https://www.westsussexscb.org.uk/		
Local Authority Designated Officer (LADO):	LADO Miriam Williams & Donna Tomlinson LADO@westsussex.gov.uk 0330 222 6450 (Mon – Fri 9.00am – 5.00pm) https://www.westsussexscp.org.uk/professionals/concerns-at-work-2/lado-local-authority-designated-officer/		
Safeguarding in Education Team	Sally Arbuckle - Manager 0330 222 4030 Safeguarding.Education@westsussex.gov.uk		
Immediate danger?	Emergency Services & Police 999		
In terms of safeguarding speed of reporting is often a critical factor. Once you realise you hold a concern – report it immediately			
If you disagree with a leadership response to a safeguarding concern challenge and escalate – follow confidential reporting procedures			



Categories of abuse

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

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only 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 cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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) by establishing a close relationship or friendship. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

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



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Dealing with a disclosure



If a child discloses that he or she has been abused in some way the member of staff or volunteer should:

- Hold no other higher priority than the child at that time
- accept what the child says.
- stay calm, the pace should be dictated by the child without them being pressed for detail by asking leading questions such as “did x touch you there?” It is our role to listen - not to investigate.
- use age appropriate words; avoid jargon or terms the child may well not understand.
- use open questions such as “Is there anything else you want to tell me?” or “yes?” or “and?”
- be careful not to burden the child with guilt by asking questions like “Why didn’t you tell me before?” but you could ask ‘Have you spoken to anyone else about this?’
- acknowledge how hard it was for the child to tell you.
- not criticise the perpetrator, the child might have a relationship with them.
- not promise confidentiality, but reassure the child that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the child’s age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as “I’ll stay with you all the time.” or “It will be all right now.”. **Confirm what you will do next.**
- Establish other adults in school does the child know and trust.
- Confirm where they can go and what they can do to get help if they are worried or there is further incident.



Recording a disclosure

When recording information:

- Be aware any records made may well be used by a range of other professionals, including use in any future legal case.
- Make detailed notes at the time or immediately afterwards;
- Use any blank sheet of paper – A4 preferred:
 - record the date, time, place and context of disclosure or concern – including if anyone else was present. Record facts and what was said but not your assumption or interpretation.
- If it is observation of bruising or an injury record detail – use skin and body maps where appropriate, e.g. “right arm above elbow”.
- Do not take photographs!
- Note the non-verbal behaviour and the key words in the language used by the child (try not to translate into ‘proper terms’).
- It is important to keep these original notes and pass them on to the safeguarding manager in the first instance who may ask you to write a referral.



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Safeguarding can be challenging

It is recognised that staff working in a school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. The school will support such staff by providing an opportunity to talk through their anxieties with the DMS and to seek further support as appropriate. WSCC school staff have access to a free, 24/7 and confidential counselling service.

A 24 hour helpline from **Health Assured** to support you through any of life's issues or problems

Employee Assistance Programme



We don't know when you might need us.
That's why we're here **24 hours a day.**

- ✓ Legal
- ✓ Counselling
- ✓ Consumer
- ✓ Family
- ✓ Financial
- ✓ Medical
- ✓ Work
- ✓ Stress

Call us in strictest Confidence on

0800 030 5182

(Outside the UK: +44 161 836 9498)

- ✓ Emotional support
- ✓ Medical factsheets
- ✓ Personal coaching
- ✓ Fitness advice
- ✓ Health assessment
- ✓ Stress assessment

Online Lifestyle Services
www.healthassuredeap.co.uk

Username: Wellbeing

Password: Support



Dream **Aspire** Achieve



Our school recognises the findings in Working Together to Safeguard Children 2018, where children expressed that they wanted an effective safeguarding system to be:

- **vigilance:** to have adults notice when things are troubling them
- **understanding and action:** to understand what is happening; to be heard and understood; and to have that understanding acted upon
- **stability:** to be able to develop an ongoing stable relationship of trust with those helping them
- **respect:** to be treated with the expectation that they are competent rather than not
- **information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans
- **explanation:** to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- **support:** to be provided with support in their own right as well as a member of their family
- **advocacy:** to be provided with advocacy to assist them in putting forward their views
- **protection:** to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee.



Information Sharing – Good Practice Guide



Necessary and proportionate: When taking decisions about what information to share, you should consider how much information you need to release. Not sharing more data than is necessary to be of use is a key element of the GDPR and Data Protection Act 2018.

Relevant: Only information that is relevant to the purposes should be shared with those who need it.

Adequate: Information should be of the right quality to ensure that it can be understood and relied upon.

Accurate: Information should be accurate and up to date and should clearly distinguish between fact and opinion.

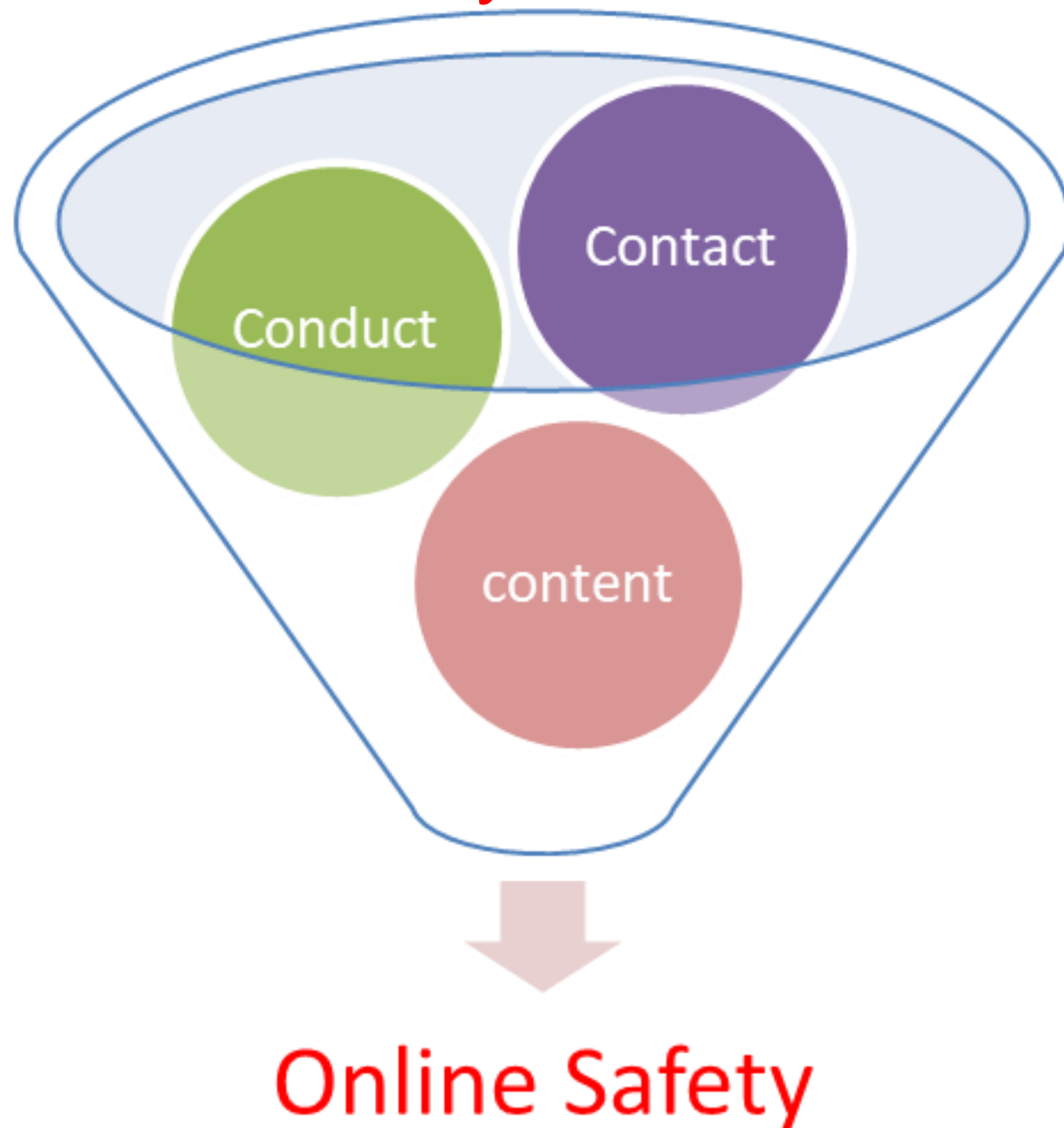
Timely: Information should be shared in a timely fashion to reduce the risk of missed opportunities to offer support and protection to a child.

Secure: Wherever possible, information should be shared in an appropriate, secure way.

Recorded: Information sharing decisions should be recorded, whether or not the decision is taken to share



Online Safety Classification

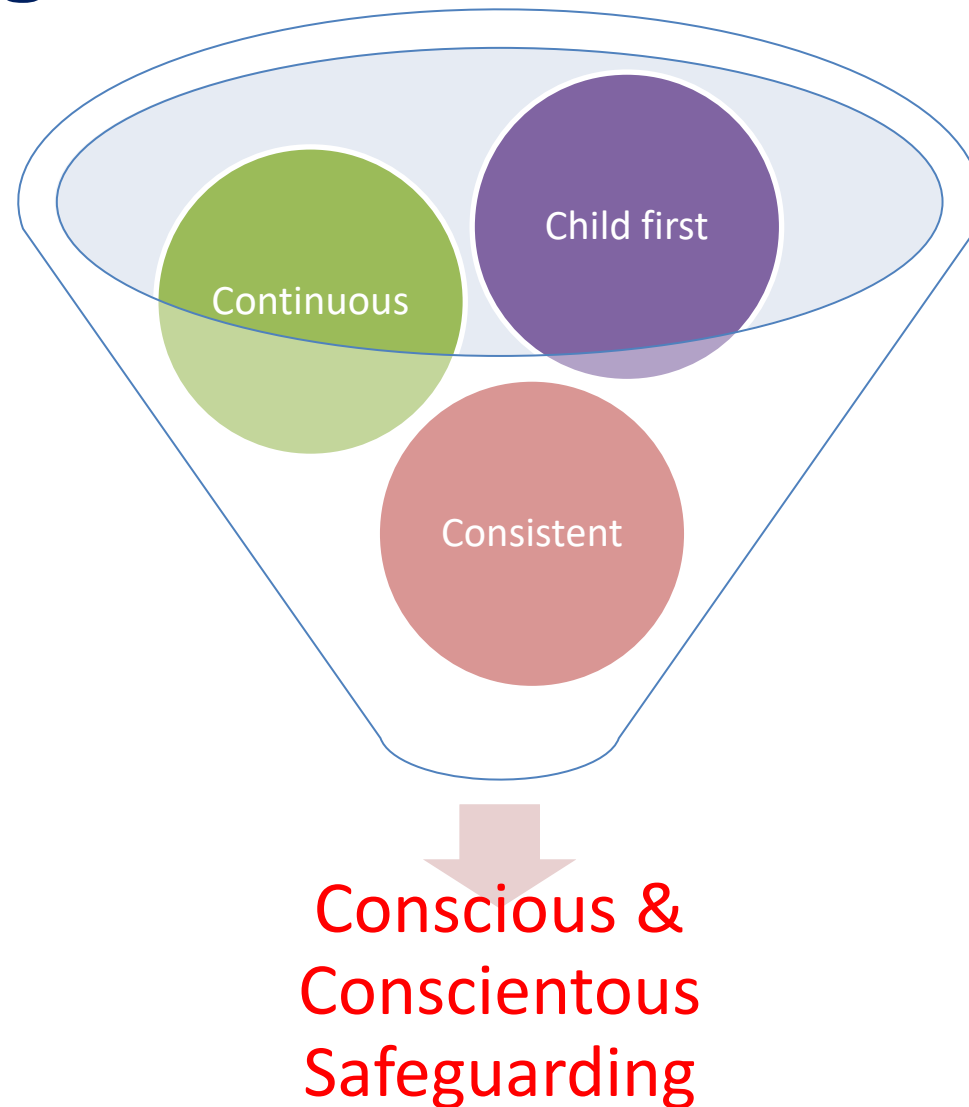


Our school recognises the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.



Keeping Children Safe in Education



- 1. Everyone's Responsibility**
- 2. Child Centred – best interests of the child**
- 3. No single practitioner – T.E.A.M**
- 4. Safeguarding and Promoting Welfare**
 - i. Protecting children from maltreatment**
 - ii. Preventing impairment**
 - iii. Safe effective care and experiences**
 - iv. Take action – best outcomes**
- 5. All staff, governors and volunteers**
 - i. Provide Safe Environment**
 - ii. Identify for Early Help**
 - iii. Follow referral processes**
 - iv. Safeguard wellbeing and maintain public trust**



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Keeping Children Safe in Education

Specific Safeguarding Issues (1)

Do you know the issues that would affect a child and how to take appropriate action? If you are unsure read the child protection and safeguarding policy... Explore the issues further at <https://www.nspcc.org.uk/preventing-abuse/>



Children in the court system



Children Missing in Education



Child sexual exploitation



Child criminal exploitation - incl 'County Lines'



Domestic Abuse



Homelessness

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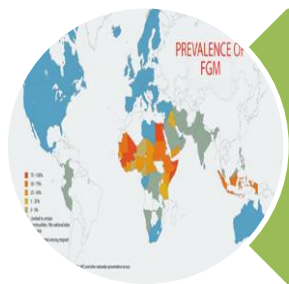
Keeping Children Safe in Education

Specific Safeguarding Issues (2)

Do you know the issues that would affect a child and how to take appropriate action? If you are unsure read the child protection and safeguarding policy... Explore the issues further at <https://www.nspcc.org.uk/preventing-abuse/>



So called... Honour based violence



Femal Genital Mutilation



Preventing Radicalisation



Peer on peer abuse



Sexual Harrassment



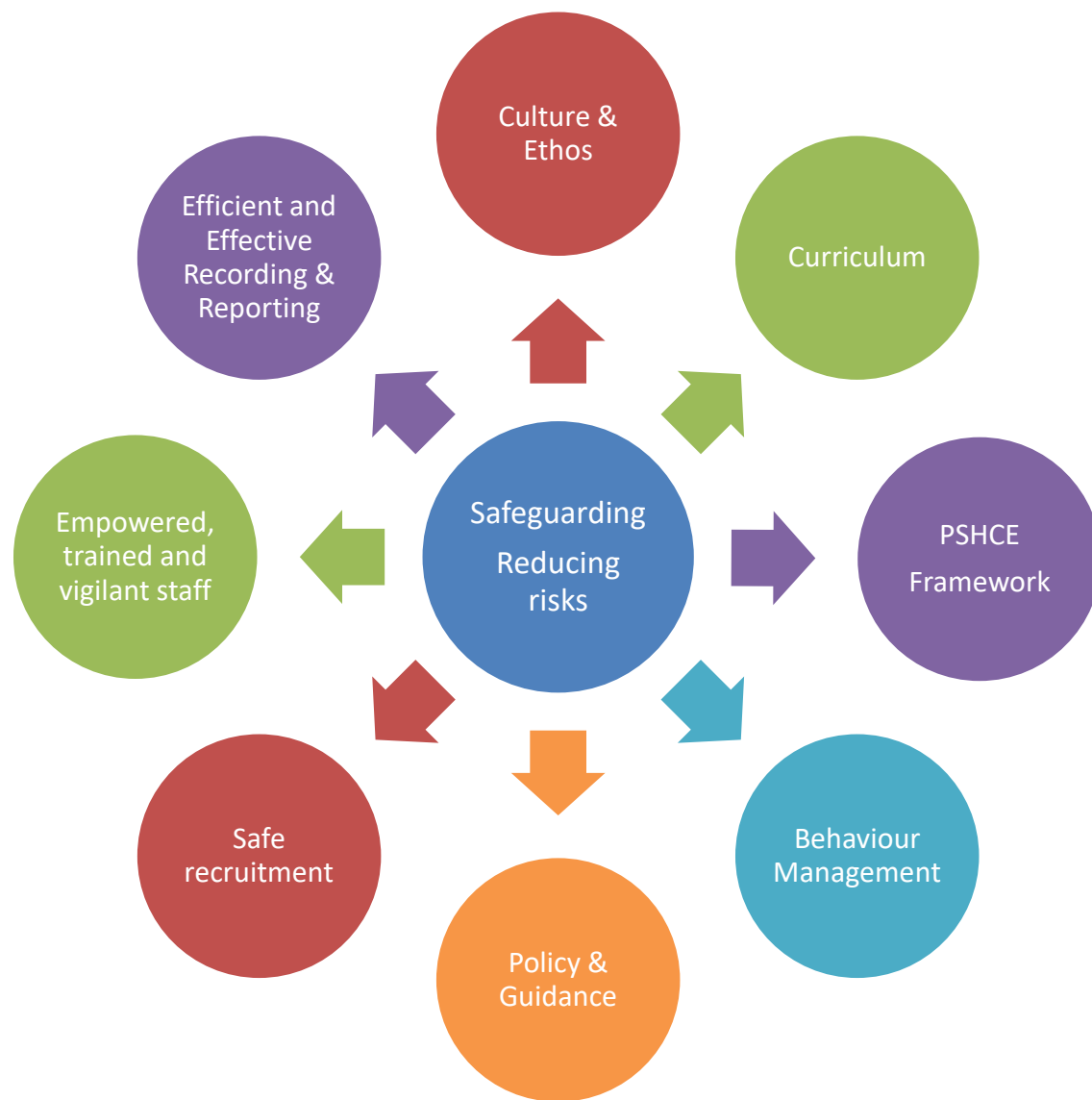
Youth produced sexual imagery - sexting

Dream **Aspire** Achieve



It can happen anywhere!

Safeguarding – Proactive – All children



Child Protection – Reactive – Specific Children



Holding a concern?

Use the West Sussex Continuum of Need

Professionals using this framework will ensure earlier, more appropriate support guidance and help will be available to children and families at risk of harm.



1. Establish the area/s of concern
2. Determine the threshold level of concern
3. Report, wherever possible, using the framework to communicate concerns

Dream *Aspire* Achieve



Skin Maps

Has a child sustained an injury that may indicate a safeguarding concern?

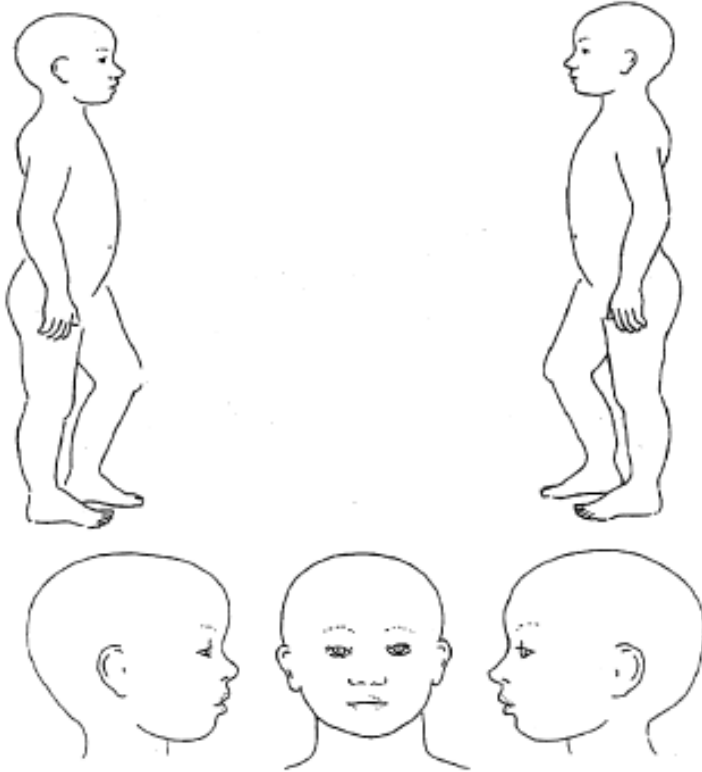
Use skin maps to identify where the reported injury is – whether it is visible or not.



Chesswood Junior School
Skin Maps



Name: DoB:



Notes

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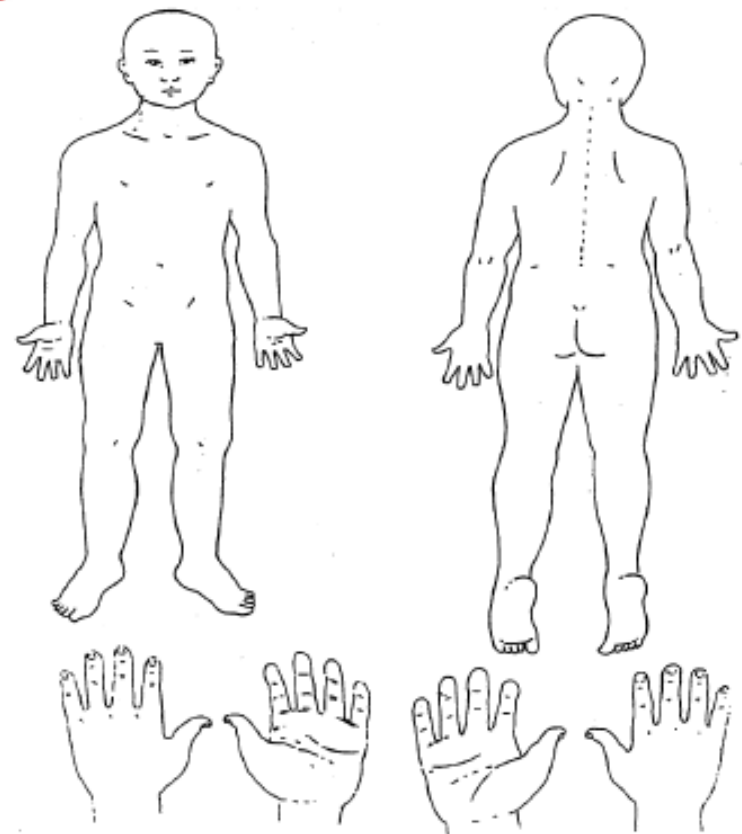
Adult Name: _____ Date: _____

Please print and sign this form - give to the Safeguarding manager immediately, if electronic send to cplo@chesswood.w-sussex.sch.uk

Find them in staff room document holders or Bluebell room or in school directory at: School level> policies> child Protection> skin maps



Chesswood Junior School
Skin Maps



Notes

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Adult Name: _____ Date: _____

Please print and sign this form - give to the safeguarding manager immediately, if electronic send to cplo@chesswood.w-sussex.sch.uk