



CIRENCESTER KINGSHILL SCHOOL

CHILD PROTECTION POLICY

Cirencester Kingshill School is fully committed to the safeguarding of students in the school. Our aim is to ensure that all students are safe in our school and that measures are in place to support any child who is at risk of harm. All possible child protection concerns are dealt with in accordance with the Gloucestershire Safeguarding Children Partnership (GSCP) and the requirements of Keeping Children Safe in Education 2023

Introduction

Cirencester Kingshill School will ensure that:

- All staff are kept up to date with Child Protection issues by formal training taking place every three years.
- We practice safe recruitment in checking the suitability of staff and volunteers to work with children and that any unsuitable behaviour is reported and managed using our Allegations Management procedures.
- We establish a safe environment in which children can learn and develop.
- We raise awareness of child protection issues and equip children with the skills needed to keep them safe.
- We develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse by logging welfare concerns via the online portal and referring to the Multi Agency Safeguarding Hub (MASH) on 01452 426 565.
- We support students who have been abused in accordance with his/her agreed Child Protection Plan or Child in Need Plan.
- As part of our commitment to keeping children safe we have signed up to implement the principles and aims of the Gloucestershire Encompass Model.
- We update staff on aspects of safeguarding via a monthly bulletin.
- As all staff who work on the School site can come into direct contact with children, everyone is tasked with reading Part 1, Part 5 and Annex B of Keeping Children Safe in Education 2023 and complete a set of questions.

Aims

We recognise that, because of the day to day contact with children, school staff are well placed to observe the outward signs of abuse. The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include in the curriculum, activities and opportunities which equip children with the skills they need to stay safe from abuse and to know who to turn to for help.

In the event of full or partial school closure and the implementation of on-line learning:

- Children and young people always come first
- Staff should respond robustly to safeguarding concerns
- Contact the DSL in line with our established safeguarding procedure
- Children should be protected when they are online

- Safeguarding will continue to operate in line with statutory expectations outlined in Keeping Children Safe in Education 2023

Strategies

We will follow the procedures set out by the Gloucestershire Safeguarding Executive (GSCE) and take account of the guidance issues by the Department for Children, Schools and Families.

- The designated teacher for all child protection matters in the school is Mrs D Christopher, Senior Assistant Head and Designated Safeguarding Lead (DSL). In her absence Mr J Morland, Senior Assistant Head, will deputise. In addition, Mr Luke Ryder and Mr Seb Thomas are also Deputy DSLs. All DSLs are required to receive appropriate Child Protection training every two years.
- The nominated Trustee responsible for child protection is Mr A Thomas The named trustee will have appropriate training. The nominated officer within the Local Authority for child protection is Mrs Georgina Summers (Safeguarding in Education Manager) who can be contacted on 01452 426221.
- Clear reminders of all procedures, including the name of the DSL, will be given out to all staff in the INSET meeting at the start of the school year. Trustees are welcome to attend this or receive a mailed update if they wish. All new staff, including NQTs, will receive a more detailed induction into the safeguarding protocols and expectations within the first week of the new school year. Likewise trainees will also receive a more thorough induction during their first week in the school. All supply teachers receive child protection information in their welcome pack. Photo ID of DSL and DDSLs can be found in Reception and the staff room area.
- All staff, including Trustees, are required to read Part 1, Part 5 and Annex B of Keeping Children Safe in Education and confirm in writing that they understand their safeguarding responsibilities. Their understanding will also be checked via a series of questions.
- The school ensures all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Designated Safeguarding Lead.
- The school will ensure that parents/carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus, wherein the following statement will be made:
 “The School is committed to safeguarding and promoting the welfare of children. A full version of the School’s Child Protection policy is available on request.”
 All students who have a Child Protection Plan will be added to the First Day of Absence calls. This means the Attendance Officer will contact the family in the morning if no explanation has been received for the absence.
- If there is an unexplained absence of more than one day of a student who has a Child Protection Plan, the relevant Social Worker will be informed.
- The school will ensure compliance with Gloucestershire’s procedures for Children Absent from Education.
- The Pastoral team will develop effective links with the relevant agencies and co-operate as required with their enquiries regarding child protection matters including attendance at child protection conferences, core groups and children in need meetings.
- All staff will be aware that safeguarding issues can manifest themselves via child on child abuse. A separate leaflet, issued by GSCP, will be shared with all staff annually. This may include:
 - bullying
 - physical abuse

- sexual violence and sexual harassment
- sexting
- initiation
- violence/rituals

These will be dealt with following the advice issued by the DFE in December 2017 within KCSIE - 2023 Staff will be mindful of both alleged victim and perpetrator.

- Written records of concerns will be made, even when there is no need to refer the matter immediately. These records, if made in paper format, will be kept securely, separate from the main student file, in a locked filing cabinet. Only the Designated Safeguarding Leads will have access to these files. Further to this, CPOMS is used as our main system for logging such concerns.
- If an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or trustees, the procedures in the Allegations Management Policy will be followed. The LADOs (Local Authority Designated Officer) are Nigel Hatten and Nicky Power. They can be contacted on 01452 426 994.

Support for Students

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the student through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives students a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable students in the school. The school will ensure that the student knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the student such as Social Care, School nursing team, Child and Adolescent Mental Health Services (CAMHS) and Adult Mental Health Service, Young Minds Matter, Education, Entitlement and Inclusion Team, Educational Psychology Service and the MASH team (Multi Agency Safeguarding Hub).
- Ensuring that, where a student on a child protection plan leaves, their information is transferred to the new school/sixth form college immediately and that the child's social worker is informed.

Our staff seek to adopt an open and accepting attitude towards children and young people as part of their general responsibility for pastoral care. Staff hope that parents/carers and children will feel free to talk about any concerns or worries which may affect educational progress and that they will see school as a safe place if there are any difficulties at home. Children will be taken seriously if they seek help from a member of staff.

Response to Child Protection Issues

Concerns for a child may come to the attention of staff in different ways:

- When a child has frequent or untypical injuries, not normally associated with the explanation offered.

- When a child exhibits untypical behaviour, his or her progress at school alters or attitude changes.
- When a child indulges in sexual behaviour, either verbal or non-verbal, that is unusually explicit or inappropriate to his or her age.

During times of full or partial school closure and online learning it is even more important that staff are able to identify any child protection concerns and take appropriate action. For example, concerns may arise when:

- A staff member sees or hears something worrying during an online lesson
- A child discloses something of a safeguarding concern during a telephone call or via email.

The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety. These areas should be considered in the seeing of any work for children to undertake at home (including recognising the impact of online learning – see below) Staff will be aware of the mental health of both children and their parents and carers, informing the DSL about any concerns.

Incidents of Domestic Abuse may increase during the period of isolation as perpetrators can use this time as a “tool of coercive and controlling behaviour”, and victims and their children are consistently more vulnerable during periods of societal stress see government guidance. During such times Operation Encompass will continue as normal with notifications being sent to the school's email address (encompass@). For further information please contact Halah Shams El-Din on 01452 328953 or by email halah.shamsel-din@gloucestershire.gov.uk

Risk Online

Young people will be using the internet more during this period. The school may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of cyberbullying and other risks online and apply the same child-centred safeguarding practices as when children were learning at the school.

However, child protection issues can be very difficult to spot. If in any doubt it is always best to inform the relevant person and allow them to make the decision about what further action is necessary.

Any member of staff receiving a disclosure of abuse from a child, or noticing signs or symptoms of possible abuse, will make notes as soon as possible, recording as exactly as possible using the child's own words, what was seen or said, putting the scene into context and giving time and location. Ideally this should be recorded on the school's Safeguarding Record Log. Records must be signed and dated. It is imperative that such information is passed on to Mrs D Christopher or Mr J Morland in her absence, as soon as possible and certainly before the end of the day. It should be made clear to the child that confidentiality cannot be guaranteed in respect of child protection issues.

If appropriate: you may want to read the following policies in conjunction with this policy. The Accessibility Plan, Anti-bullying Policy, School Discipline and Behaviour Policy, Looked After Children Policy, Equality Policy, E-safety Policy, Exclusion Policy, Offensive Weapons Policy and the Substance Misuse Policy.

CIRENCESTER KINGSHILL SCHOOL

CHILD PROTECTION POLICY

Reviewed by: D Christopher (Designated Safeguarding Lead)

Date: January 2024

Adopted by Trustees: A Thomas (Trustee Chair)

Signed:  _____

Date: January 2024

Next Review date: January 2025

- Appendix 1 Child Protection Procedures
- Appendix 2 Actions where there are concerns about a child
- Appendix 3 Early Help and Intervention
- Appendix 4 Child Abuse Definitions
- Appendix 5 Specific Safeguarding Issues
- Appendix 6 Safeguarding Record Log
- Appendix 7 Job Description for Designated Safeguarding Lead
- Appendix 8 Child Protection Process
- Appendix 9 Operation Encompass Statement
- Appendix 10 Letter to other Schools

(Further information requested for new students who join Cirencester Kingshill School)

The above appendices are available from the school, please contact Reception.

Appendix 1

CIRENCESTER KINGSHILL SCHOOL

CHILD PROTECTION PROCEDURES

The school has a trained “named person” / “disclosure officer” – now named Designated Safeguarding Lead, DSL (Mrs D Christopher), and three trained deputies (Mr J Morland, Mr L Ryder and Mr S Thomas). The nominated trustee for Child Protection is Mr A Thomas.

At the first Staff Meeting of every academic year, the issue of staff responsibilities is reviewed. Staff are reminded of procedures and relevant personnel. Trustees are also welcomed to attend this meeting or receive an updated copy.

Part 1, Part 5 and Annex B of Keeping Children Safe in Education (September 2023) is made available to all staff and trustees. All staff and trustees then document that they have read this.

During Term 1 the DSL briefs all new staff more fully about the procedures in place at Kingshill School. Such training is given to all new staff and not just NQTs. The DSL also briefs trainees who join Cirencester Kingshill School as part of their PGCE course, as well as all trustees.

When a Child Protection concern arises the DSL may refer to it, without necessary details, in the next available staff briefing.

All suspected CP cases are dealt with in accordance with the procedures set out by Gloucestershire Safeguarding Executive (GSE). This is available at www.gscb.org.uk.

Notes on suspicions are always recorded by staff on CPOMS.

On receipt of a referral the DSL decides what action to take in consultation with the Gloucestershire Safeguarding Executive procedures alongside the ‘windscreen’ for levels of intervention. Initially advice, without warning the child, may be sought from the MASH Team. If a referral is advised the DSL will complete this on the same day using the form. Alternatively, it may be clear that an immediate referral via the online portal is required.

As a matter of course, parents should be engaged in the process and consent gained for the referral. There are exceptions to this, for example if the child has been sexually abused and the abuser is one of the parents.

If the child is known to have an allocated Social Worker then they will be contacted directly at the DSL’s discretion rather than contacting the MASH Team.

Occasionally the reported incident may also require a crime report to the police. In such a case, a referral to the MASH team will also be completed at the same time.

If a case leads to a strategy meeting or an Initial Child Protection Plan the DSL will attend (or their deputy), sometimes accompanied by the child's Head of Year.

For students at Key Stage 3 the DSL usually becomes the school's "Key Worker" in such a case and attends subsequent Core Group meetings, for students at Key Stage 4 the Deputy DSL will usually become the "Key Worker" and attend any Core Group meetings.

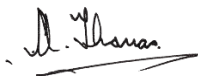
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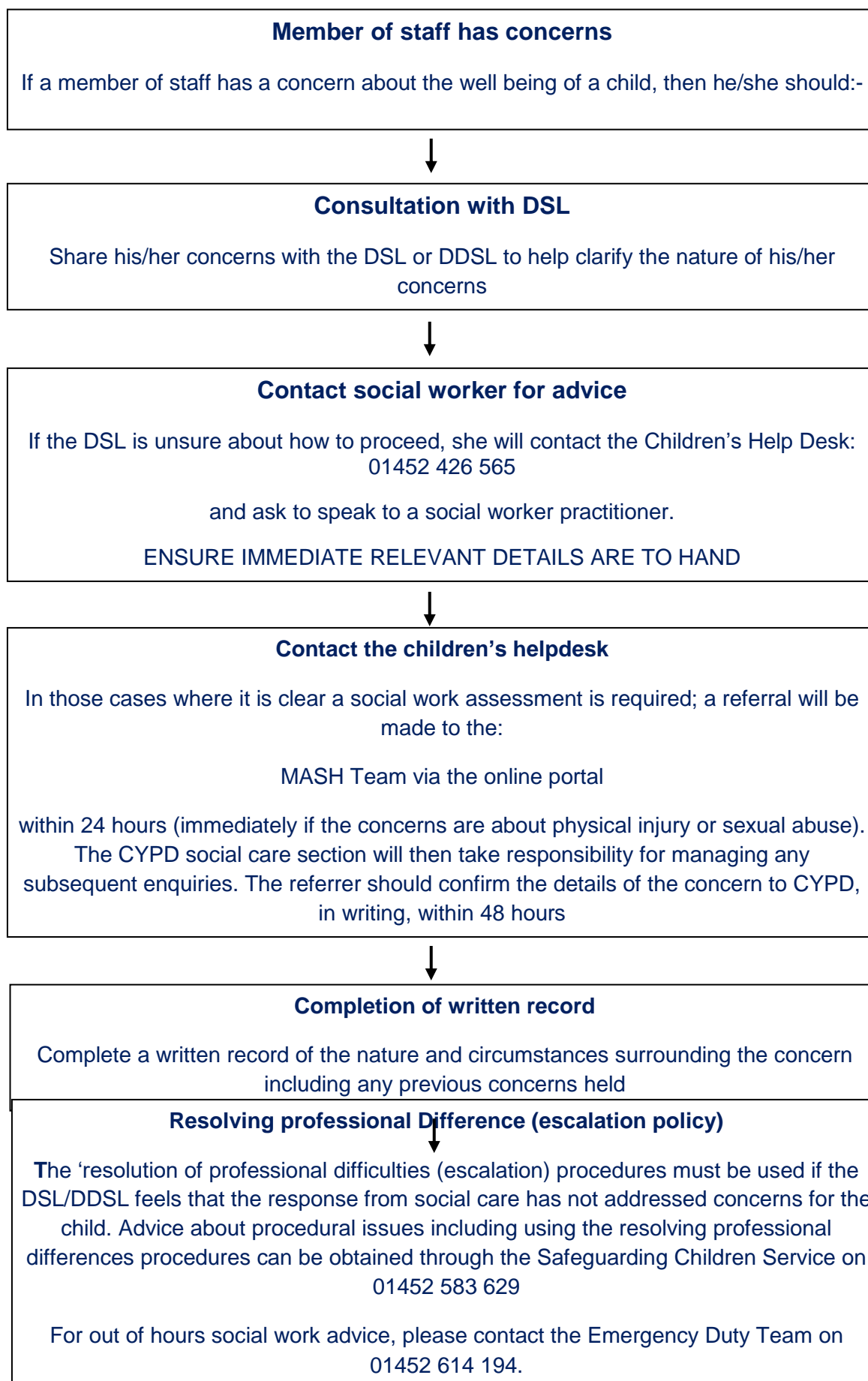
Signed: 

Date: January 2024

Next Review date: January 2025

Appendix 2

Actions where there are concerns about a child



Appendix 3

CIRENCESTER KINGSHILL SCHOOL

EARLY HELP AND INTERVENTION

“Providing early help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years. Early help can also prevent further problems arising”

(Working Together to Safeguard Children July 2018)

Any child may benefit from early help, but all school staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan). We recognise that students with SEND can be more prone to peer group isolation than other children; can have possible abuse put down to their SEND and have communication difficulties. Hence each of these students will be considered individually in fortnightly meetings with Head of Year, SENCO and Key Stage lead. This will offer these students further safeguarding.
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking sexual or criminal exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child
- is at risk of ‘honour-based’ abuse such as FGM or forced marriage
- has a parent in prison or is affected by parental offending
- is persistently absent from education, including persisted absences for part of the school day

Staff should ensure they are aware of the indicators of abuse and neglect so that they are able to identify children who may be in need of help or protection.

Preventative Strategies:

- Rigorous monitoring and reviewing by the Pastoral team through formal weekly meetings with the Head of Year. ‘Students’ are an individual item on the weekly SLT agenda. The Inclusion Team also monitor students open to them on a weekly basis.

- Early identification of vulnerable students.
- Active Year and School Councils where, as part of their roles, students become involved in policy making that directly impacts upon them e.g. behaviour policy and e-safety policy.
- A co-ordinated PSHEE programme that focuses on the wider remit of 'keeping safe'.
- Regular assemblies that focus on Keeping Safe.
- Guidance is offered in all student planners and in posters that are displayed around the school and in every tutor base.
- Fully engaging with the School Beat system led by Gloucestershire Constabulary.
- Opportunities that arise e.g. Chelsea's Choice offered by the LA to all Year 8 students are always accepted.
- The school participates in TAC (Team Around the Child) meetings, strategy meetings, and case conferences. Screening tools such as Neglect and Child Sexual Exploitation are used by the school and referrals are made to Social Care, , CAMHS school nurse and Families First plus when appropriate.
- Safeguarding is a stand alone item on the weekly SLT meeting.

Early Help and Intervention:

- Mentoring support from a range of staff including form tutors, Heads of Year, SLT, Inclusion staff and the Attendance Officer.
- Support from our Emotional and Behavioural Support Manager.
- Support from our Inclusion staff.
- Support from the Learning Mentor.
- Support from the SENCO, Teaching assistants and SEN area.
- Support from our school nurse.
- Using the graduated response and levels of intervention from Gloucestershire Safeguarding Executive.
- Moving on to a multi-agency approach if this is the best way to meet the student's needs and ensure their well-being. We work closely with the following agencies:
 - Social Care
 - CAMHS
 - Young Minds Matter
 - The MASH (Multi-Agency Safeguarding Hub). This joins together GCC, the Police, GDASS, Schools and Health Services)
 - NHS, School Nurse
 - Youth Support Service
 - Police
 - Families First Plus
 - Educational Psychology Service
 - SEND monitoring and reviewing team
 - Advisory Teaching Service
 - Education Entitlement and Inclusion team
 - Young Gloucestershire

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Date: January 2024

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CHILD ABUSE DEFINITIONS

There are four types of child abuse. They are defined in the UK Government guidance **Keeping Children Safe in Education; Statutory guidance for schools and colleges, September 2018** as follows:

1. Physical abuse
2. Emotional abuse
3. Sexual abuse
4. Neglect

Types of Abuse and Neglect

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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

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 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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of

children by other children called child on child abuse is a specific safeguarding issue in education and all staff should be aware of it, reporting immediately all concerns to one of the DSL's.

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, for example, 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, 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 treatment.

Signs of Abuse

Recognising child abuse is not easy. It is every staff member's responsibility to be alert to whether or not child abuse has taken place or if a child is at significant risk of harm from someone. The following information should help to recognise the signs of possible abuse.

The physical signs of abuse may include:

- unexplained bruising, marks or injuries on any part of the body
- multiple bruises – in clusters, or often on the upper arm, outside of the thigh
- cigarette burns
- human bite marks
- broken bones
- scalds, with upward splash marks
- multiple burns with a clearly demarcated edge

Changes in behaviour that can also indicate physical abuse:

- fear of parents being approached for an explanation
- aggressive behaviour or severe temper outbursts
- flinching when approached or touched
- reluctance to get changed, for example in hot weather
- depression
- withdrawn behaviour
- running away from home

Changes in behaviour which can indicate emotional abuse include:

- neurotic behaviour e.g. sulking, hair twisting, rocking
- being unable to play
- fear of making mistakes
- sudden speech disorders
- self-harm
- fear of parent being approached regarding their behaviour
- developmental delay in terms of emotional progress

The physical signs of sexual abuse may include:

- pain or itching in the genital area
- bruising or bleeding near genital area
- sexually transmitted disease
- vaginal discharge or infection
- stomach pains
- discomfort when walking or sitting down

- pregnancy

Changes in behaviour which can also indicate sexual abuse include:

- sudden or unexplained changes in behaviour e.g. becoming aggressive or withdrawn
- fear of being left with a specific person or group of people
- having nightmares
- running away from home
- sexual knowledge which is beyond their age, or developmental level
- sexual drawings or language
- bedwetting
- eating problems such as overeating or anorexia
- self-harm or mutilation, sometimes leading to suicide attempts
- saying they have secrets they cannot tell anyone about

- substance or drug abuse
- suddenly have unexplained sources of money
- not allowed to have friends (particularly in adolescence)
- acting in a sexually explicit way towards adults

The physical signs of neglect may include:

- constant hunger, sometime stealing food from other children
- constantly dirty or 'smelly'
- loss of weight, or being constantly underweight
- inappropriate clothing for the conditions

Changes in behaviour which can also indicate neglect may include:

- complaining of being tired all the time
- not requesting medical assistant and/or failing to attend appointments
- having few friends
- mentioning being left or unsupervised

SPECIFIC SAFEGUARDING ISSUES

Expert and professional organisations are best placed to provide up to date guidance and practical support on specific safeguarding issues. The table at the end of this appendix offers links to relevant web sites. Further detail is also available in Annex B of KCSiE September 2022 pages – 139 - 160

However, if staff have any concerns about a child's welfare, they should act on them immediately. Staff must follow the Child Protection Policy and speak to Debbie Christopher (DSL) or Jeremy Morland (Deputy DSL).

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and, if appropriate, the police) is made immediately.

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education, serious violence, consensual and non-consensual sharing of nude and semi nude images can be signs that a child is at risk

- Child Abduction and community safety incidents
- Child on Child abuse including bullying, sexual violence and sexual harassment
- Children and the court system
- Children missing from education
- Children with family members in prison
- Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)
- County Lines
- Cybercrime
- Domestic Abuse
- Drug abuse
- FGM
- Forced Marriage
- Health and well-being including fabricated or induced illness and mental health
- Homelessness
- Honour based violence including female genital mutilation (FGM) and Forced Marriage
- Modern Slavery and the National Referral Mechanism
- Preventing radicalisation (Prevent Duty)

- Private fostering
- Sexting
- Sexual violence and sexual harassment between children in schools and colleges
- Upskirting

Further information on CME, Child Sexual Exploitation, Child Criminal Exploitation, Female Genital Mutilation and Preventing Radicalisation, Peer on Peer Abuse, Serious Violence and Mental Health

Children who are Absent from Education

All staff need to be aware that children being absent from School can act as a vital warning sign of a range of safeguarding possibilities. Such children are increasingly at risk of being harmed, exploited, including involvement in County Lines, or radicalised. Staff will monitor children that go missing from school, particularly on repeat occasions, following our Attendance Policy. Where there are concerns regarding the safeguarding of a student they are likely to be on the First day of Absence List which ensures the Attendance Officer makes contact with home if no explanation has already been given to school. For ALL other students if a student has been absent for three consecutive days and no message has been received by school, parents/carers will be contacted. Any concerns will be raised with the DSL. Early intervention is essential to identify the possible existence of any underlying safeguarding risk.

If a child does not attend school for more than 10 days without explanation or leaves school suddenly without a known destination, the Local Authority's Children Missing From Education policy will be followed.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)

Both Child Sexual Exploitation and Child Criminal Exploitation are forms of abuse and can occur when an individual or group takes advantage of an imbalance of power to “coerce, manipulate or deceive” a child into sexual or criminal activity. In some cases the abuse will be in exchange for something the victim needs or wants.

It is important to recognise that victims can be exploited even when the activity appears to be consensual.

Child Sexual Exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts and money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in a relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming.

Key indicators of CSE may include:

- Going missing for lengths of time or regularly going home late
- Regularly missing school
- Appearing with unexplained gifts and new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends/girlfriends
- Mood swings or drastic changes in emotional well-being
- Displaying inappropriate sexualised behaviour
- STIs/pregnancy
- Misusing drugs or alcohol
- Obsessive attachment to a mobile phone

However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

If CSE is suspected it will be discussed with the DSL. If the concern remains the CSE screening tool may be used and safeguarding procedures followed.

Mrs D Christopher has attended the Gloucestershire Safeguarding Children Board (GSCB) 'Children and Young People at Risk of Sexual Exploitation' course and the Child Sexual Exploitation and Missing Children Conference organised by Gloucestershire Constabulary (October 2017).

Child Criminal Exploitation (CCE)

Child Criminal Exploitation (CCE) can include children being forced to work in cannabis factories, county lines, forced to shoplift or threaten other young people. Key indicators of CCE may include:

- Children who appear with unexplained gifts or new possessions
- Children who associate with other young people involved in exploitation
- Children who suffer from changes in emotional well being
- Misuse of drugs and alcohol
- Missing school for lengths of time or regularly going home late
- Regularly missing school

Cybercrime

Criminal activity committed using computers and/or the internet. Cyber-enabled is where the crime can happen off line however it may happen more quickly or on a bigger scale if on line. Cyber-dependent means the crime can only be carried out on a computer.

Cyber-dependent includes:

Illegal hacking e.g. using the school's network to access test paper answers

Denial of service. This is where attempts are made to overwhelm a computer, website or network thereby making it unavailable

Making, supplying or obtaining malware with the intention of committing an offence. If concerns are raised about a child involved in this arena, a referral to the Cyber Choices programme might be appropriate

Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and / or suffer domestic abuse in their own, intimate relationship (teenage relationship abuse) All of which can have a detrimental and long term impact on their health, well-being, development and ability to learn.

Female Genital Mutilation (FGM)

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injuries to the female genital organs. It is illegal in the United Kingdom and a form of child abuse with long lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Indicators that may show a heightened risk of FGM include:

- The level of integration of the family into UK society
- Any girl with a mother or sister who have already been exposed to FGM
- Any girl withdrawn from PSHEE

Indicators that may show FGM could take place soon:

- A female family elder is visiting from a country of origin
- A girl has confided that she is soon to have a 'special' ceremony
- A girl may ask for help
- A girl may talk about going on a long holiday to her family's country of origin or visiting a country where FGM practice is prevalent.

Indicators that it has taken place:

- Difficulty walking, sitting or standing
- Spending longer than normal in the toilet
- Reporting absence for reasons such as bladder infections/menstrual issues
- Repeated absence and low mood

According to section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) any teacher MUST personally report to the police cases where they discover an act of FGM appears to have taken place. This is a statutory requirement. They should also consider and discuss any such case with the DSL who will involve social care as appropriate. The statutory duty does not apply to suspected cases although it must be still raised with the DSL.

Preventing Radicalisation

There is no place for extremist views of any kind at Cirencester Kingshill School. This includes students, parents, staff, trustees and outside agencies working in the school. Students at Cirencester Kingshill see the school as a safe place where they can explore controversial issues safely and where teachers ensure this is facilitated professionally. All staff have a duty to manage this safely.

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual. Staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection.

All schools are now subject to a duty under Section 26 of the Counter Terrorism and Security Act 2015 to have 'due regard to the need to prevent people from being drawn into terrorism'. This is called the Prevent Duty.

Cirencester Kingshill School will help prevent radicalisation of students by:

- Monitoring behaviour and passing on any concerns promptly.
- Build students' resilience to radicalisation by promoting fundamental British Values and enabling them to challenge extremist views.
- Monitoring ICT access and ensuring that, as part of our E-Safety, appropriate filters are maintained to ensure that students are safe from terrorist and extremist material when using the internet at school.
- All staff to be reminded at least annually of the importance of this responsibility.
- Consider referring a student to the Channel programme as a voluntary early help strategy.

Cirencester Kingshill will keep under constant review the potential radicalisation of students and ensure that it is regularly discussed at pastoral meetings. Any concerns about radicalisation at the school will be immediately passed on to the correct authority.

The school will use the following resources:

- Gloucestershire Safeguarding Children Board
- Police (contacted via 101 if considered a non-emergency)
- DFE's dedicated helpline (0207 340 7264)
- The Channel awareness programme
- The Educate Against Hate website

Child on Child Abuse

Children can abuse other children. It can take many forms. It can happen both inside and outside of school and online. All staff need to understand that even if there are no reports it does not mean it is not happening. Please refer any concerns to DCH (DSL) or JMO (DDSL) or LRY (DDSL): Child on Child abuse can include:

- Bullying (including Cyberbullying)
- Abuse within intimate partner relationships
- Physical abuse such as hitting, kicking, shaking, hair pulling and biting
- Sexual violence such as rape
- Sexual harassment such as sexual comments, jokes, remarks. These may take place online or in person.
- Consensual and non-consensual sharing of nudes and semi-nude images/videos
- Causing someone to engage in sexual activity without consent
- Upskirting which involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification or cause the victim humiliation or distress. NB This is now a criminal offence and following the Voyeurism Act, a person of any gender can be a victim of upskirting Sexting and

Initiation type violence and rituals

We also need to recognise that child on child abuse can occur in an intimate partner relationship.

Staff should be aware of the importance of:

- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as “banter” or “boys being boys” or “just having a laugh”
- Challenging behaviours such as ‘wolf whistling’, ‘pinching bottoms’. Dismissing or tolerating such behaviours risks normalising them.

Serious Violence

Staff should all be aware of the indicators that may suggest a student is at risk from, or involved with, serious violent crime. This may include:

- Absence from school
- Change of friendship groups, including relationships with older individuals
- Significant decline in performance
- Significant change in well-being

- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions.

Mental Health

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Staff should be alert to spotting behaviours that may suggest a student is experiencing a mental health problem.
- Adverse Childhood Experiences (ACE) can have a lasting impact on a child's mental health, behaviour and education.

Sexual violence and sexual harassment (see Part Five KCSIE 2023)

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

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that **all** victims are reassured 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 sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff should be aware that some groups are potentially more at risk. Evidence shows girls and children with special educational needs and disabilities (SEND) are at greater risk.

Staff should be aware of the importance of:

- Making clear there is a zero tolerance approach to sexual violence and sexual harassment
- Challenging inappropriate behaviours
- Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up
- Not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys” and
- Challenging physical behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

What is sexual violence and sexual harassment?

Sexual Violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003 as described below:

Rape: A person (A) commits an offence of rape if: he intentionally penetrated the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault)

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party)

What is consent? Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information can be found here: [Rape Crisis England and Wales – Sexual consent](#)

- A child under the age of 13 can never consent to any sexual activity
- The age of consent is 16
- Sexual intercourse without consent is rape

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of a child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Sexual harassment can include:

- Sexual comments, such as, telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names
- Sexual “jokes” or taunting
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes and displaying pictures, photos or drawings of a sexual nature, and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - Consensual or non-consensual sharing of nudes
 - Sharing of unwanted explicit content
 - Upskirting (is a criminal offence)
 - Sexualised online bullying
 - Unwanted sexual comments and messages, including on social media
 - Sexual exploitation; coercion and threats

Our response

It is essential that all victims are reassured 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 sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Harmful Sexual Behaviour (HSB)

Children’s sexual behaviour exists as a continuum, from normal and developmentally expected to inappropriate, abusive and violent. HSB can occur online and / or face to face and can occur simultaneously between the two.

Staff need to be aware of the age and stages of development of any children when considering HSB. For example, if one is older, in particular by more than two years or one is pre-pubescent and the other is not.

Addressing inappropriate behaviour can be an important intervention that helps prevent more problematic, abusive behaviour in the future.

It is vital that all victims are reassured and taken seriously. The law is there to protect rather than criminalise.

If a child raises concern with a member of staff, the staff member should:

- Listen carefully, not asking leading questions. Only prompt with where, what, when etc

- Ensure a written record is made that records the facts as the child presents them
- Inform the DSL as soon as possible

Additional advice and support

Abuse

- [What to do if you're worried a child is being abused](#) – DfE advice
- [Domestic abuse – Various Information/Guidance](#) – Home Office (HO)
- [Faith based abuse: National Action Plan](#) – DfE advice
- [Relationship abuse: disrespect nobody](#) – Home Office website
- [Tackling Child Sexual Abuse Strategy](#) – Home Office policy paper
- [Together we can stop child sexual abuse](#) – HM Government campaign

Bullying

- [Preventing bullying including cyberbullying](#) – DfE advice

Children missing from education, home or care

- [Children missing education](#) – DfE statutory guidance
- [Children missing from home or care](#) - DfE statutory guidance
- [Children and adults missing strategy](#) – Home Office strategy

Children with family members in prison

- [National Information Centre on Children of Offenders](#) – Barnardo's in partnership with HM Prison and Probation Service

Child Exploitation

- [Trafficking: safeguarding children](#) – DfE and HO guidance
- [Care of unaccompanied and trafficked children](#) – DfE statutory guidance
- [Modern slavery: how to identify and support victims](#) – HO statutory guidance

Drugs

- [Drug strategy 2017](#) – Home Office strategy
- [Information and advice on drugs](#) – Talk to Frank website
- [Drug and Alcohol Education – teacher guidance & evidence review](#) – PSHE Association website

(so called) “Honour Based Abuse” including FGM and forced marriage

- [Female genital mutilation: information and resources](#) – Home Office guidance
- [Female genital mutilation: multi agency statutory guidance](#) – DfE, DH and HO statutory guidance
- fmu@fcdo.gov.uk – Forced Marriage Unit (FMU) statutory guidance
- [FGM resource pack](#) – HM Government guidance

Health and Well-being

- [Fabricated or induced illness: safeguarding children](#) – DfE, DH, HO
- [Rise Above: Free PSHE resources on health, wellbeing and resilience](#) – Public Health England
- [Medical-conditions: supporting students at school](#) – DfE statutory guidance
- [Mental health and behaviour](#) – DfE advice

Homelessness

- [Homelessness: How local authorities should exercise their functions](#) – Ministry of Housing, Communities & Local Government guidance

Private fostering

- [Private fostering: local authorities](#) - DfE statutory guidance

Radicalisation

- [Prevent duty guidance](#): Home Office Guidance
- [Prevent duty: additional advice for schools](#) and childcare providers – DfE advice
- [Educate Against Hate website](#) – DfE and Home Office Advice
- [Prevent for FE and Training](#) – Education and Training Foundation (ETF)

Violence

- [Serious violence strategy](#) – Home Office Strategy

Factors linked to serious violence and how these factors can be used to identify individuals for intervention – Home Office

- [Youth Endowment Fund](#) – Home Office
- [Gangs and youth violence: for schools and colleges](#) - Home Office advice
- [Ending violence against women and girls 2016-2020 strategy](#) – Home Office strategy

- Violence against women and girls: national statement of expectations for victims – Home Office guidance
- Sexual violence and sexual harassment between children in schools and colleges – DfE advice

Appendix 6

Safeguarding Record Log

Student Name	
Tutor Group	
Date and Time Concern Raised	
Incident of Concern	
	Continue overleaf if required
Recorded by	
Date Recorded	
Signature of person recording	
Information shared with others?	
Has the student been made aware?	

Advice sought from the MASH Team? Yes/No

If yes, name of person spoken to:

Referral made to social care?

If no, reason for not doing so:

To be kept securely, separately from the main student file.

Appendix 7

CIRENCESTER KINGSHILL SCHOOL

JOB DESCRIPTION

NAME: DEBBIE CHRISTOPHER YEAR: 2023/2024
POST: DESIGNATED SAFEGUARDING LEAD

MANAGE REFERRALS

The designated safeguarding lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required.

WORK WITH OTHERS

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff.
- act as a point of contact with the three safeguarding partners
- liaise with the headteacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- work closely with the School Business Manager to ensure all processes and procedures with regard to safeguarding and safer recruitment are in place and adhered to;
- as required, liaise with the "case manager" (as per Part four KCSiE) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians and special educational needs co-ordinator (SENCOs), on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school. This includes:
 - ensuring that the school knows who its cohort of children who have or have had a social worker are,
 - understanding their academic progress and attainment, and
 - maintaining a culture of high aspirations for this cohort;
- support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when

statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

TRAINING, KNOWLEDGE AND SKILLS

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school;
- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online; and
- obtain access to resources and attend any relevant or refresher training courses.

PROVIDING SUPPORT TO STAFF

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

RAISE AWARENESS

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff;

- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- help promote educational outcomes by sharing the information about welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing or have experienced, with teachers and school leadership staff. The role could include ensuring that the school, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

INFORMATION SHARING AND MANAGING THE CHILD PROTECTION FILE

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KCSiE, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
- to be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of KCSiE.

Where children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this

child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

UNDERSTANDING THE VIEWS OF CHILDREN

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them; and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

AVAILABILITY

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

It is a matter for individual schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

TO WHOM RESPONSIBLE: Headteacher

STAFF FOR WHOM RESPONSIBLE: Deputy Designated Safeguarding Lead

This job description may be amended at any time after discussion with you, but in any case will be reviewed before 01.09.24.

Post Holder Sign: _____

Date: _____

Print your name: _____

Line Manager Sign: _____

Date: _____

Print your name: _____

September 2022



Child Protection Process

Professional has concerns

If a Professional has a concern about the well being of a child (or unborn baby), then follow the General Procedures provided.



Consultation with supervisor

Professional discusses concerns with supervisor or Designated Safeguarding Lead to decide next steps



Discussion with parents

Professional discusses concerns with parents/carers of the child and explains what steps they will take next (if this does not put the child at further risk or affect a police investigation)



The Front Door

Where there are urgent concerns, professional contacts Gloucestershire MASH on 01452 426565 (option 1)



Seeking advice from Children's Social Care

Professional can contact the Children's Practitioner Advice Line on 01452 426565 (option 3) to discuss their concerns with a qualified social worker and receive advice about whether a referral is appropriate or whether there are alternative ways of addressing their concerns.



Making a Request for Service to Children's Social Care

Unless there are urgent concerns, professional completes a Multi Agency Service Request Form. This is passed on to a social work team and the caller will be contacted by a social worker within 24 hours (unless there are immediate risks in which case the professional will put through to a social work team straight away). The social work team will discuss whether the referral is appropriate and what action can/will be taken. Please use the [Gloucestershire Childrens Services Portal](#) to submit a MARF.

Professional has concerns

Making a Request for Service to Children's Social Care

Referrals to Social Care



Professional has made a referral to social care

Confirm in writing

If due to urgent concerns, a MARF was not completed at the time of the initial contact, then the referral must be followed up in writing within 48 hours
Childrenshelpdesk@gloucestershire.gov.uk
Gloucestershire MASH, Block 4, 5th Floor, Shire Hall, Glos.
GL1 2TG

Assessment

If accepted the referral will lead to an Assessment being commenced to determine whether there is suspected actual harm or likely significant harm.

Strategy Discussion

The Strategy Discussion is convened by the appropriate Referral and Assessment team where there is suspected actual harm or likely significant harm (within 5 working days).

Section 17 Child in need of services

Section 17 services are required when there are health or development concerns. These are determined through an assessment of need and are appropriate when the child is judged not to be at risk of significant harm or any previous concerns have been resolved.

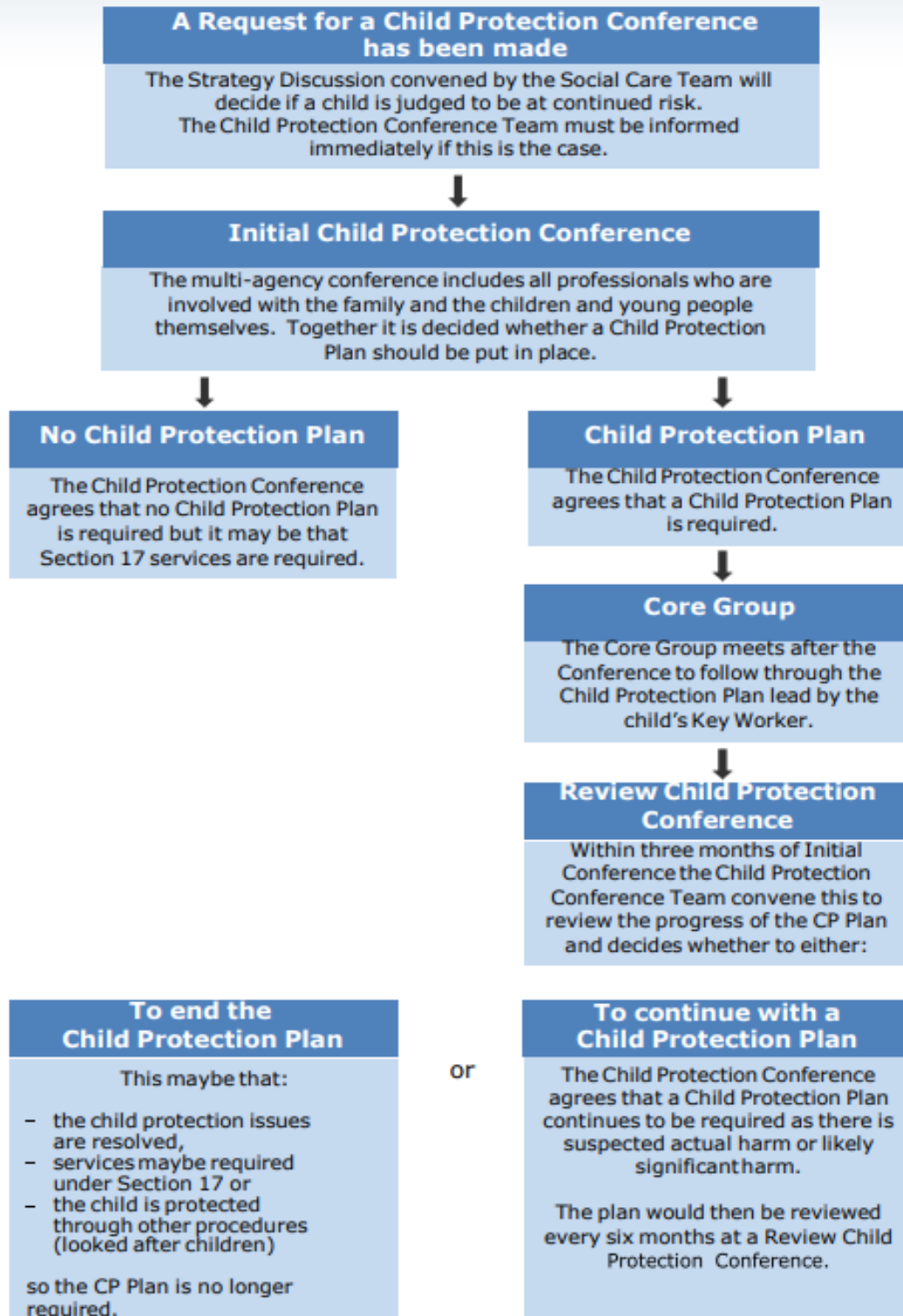
Section 47 Child in need of protection

A Section 47 enquiry is required because it is judged there is suspected actual harm or likely significant harm to the child. An assessment is carried out and it may be decided that Child Protection Conference is required, which should then be held within 15 working days.

Outcome of Assessment

The Assessment may confirm child protection concerns in which case a Child Protection Conference should be held within 15 working days of the last strategy discussion.
(It may also determine that services are required under Section 17).

Child Protection Conference Process



Nov 2018

Cirencester Kingshill School

GLoucestershire ENCOMPASS COMMITMENT

Operation Encompass helps police and schools work together to provide emotional and practical help to children (Annex B, Keeping Children Safe in Education 2023). As part of Cirencester Kingshill School's commitment to keeping children safe, we have signed up to implement the principles and aims of the **Gloucestershire Encompass Model**.

In signing up to Gloucestershire Encompass the Governing Body and Senior leadership team:

- Endorse the Gloucestershire Encompass Model and support the Key Adults in our school to fulfil the requirements of the Gloucestershire Encompass Protocol.
- Promote and implement Gloucestershire Encompass processes and use these in accordance with internal safeguarding children processes.
- Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

March 2019
Updated July 2020
Updated August 2021
Updated August 2022

Appendix 10

CIRENCESTER KINGSHILL SCHOOL

Date:

To: The Headteacher – please forward to the Designated Safeguarding Lead

At:

Student: _____ **Date of Birth:** _____

The above named student has recently joined Cirencester Kingshill School on _____.

We would be most grateful if you could complete the following information and return the form at your earliest convenience.

To the best of my knowledge, I confirm that the above named student:
(please tick as appropriate)

- has never been subject to a child protection concern.
- has never been on the child protection register/plan.
- has been subject to a child protection concern in the past.
- has been on the child protection register in the past.
- is currently the subject of a child protection concern.
- is currently the subject of a child protection plan.
- Any/all documentation relating to child protection issues has been sent, under separate cover, to the Designated Safeguarding Lead at Cirencester Kingshill School – currently Mrs Debbie Christopher.

Signed: _____

Print Name: _____

Position: _____

Date: _____

Many thanks for your co-operation.

Yours sincerely

D.J.Christopher
Senior Assistant Head
Head of Pastoral and DSL