

# CIRENCESTER KINGSHILL SCHOOL

## CHILD PROTECTION POLICY

Cirencester Kingshill School is fully committed to the safeguarding of pupils in the school. Our aim is to ensure that all pupils 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 Board (GSCB) and the requirements of Keeping Children Safe in Education 2020.

### **Introduction**

Cirencester Kingshill School will ensure that:

- We practise 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 and referring to the Multi Agency Safeguarding Hub (MASH) on 01452 426 565.
- We support pupils 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.

### **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 opportunities in the PSHEE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

### **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, Assistant Head, will deputise. All DSLs are required to receive appropriate Child Protection training every two years.
- The nominated governor responsible for child protection is Mrs M Richards. The named governor 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. 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.

- All staff are required to read Part 1, Part 5 and Annex A of Keeping Children Safe in Education and confirm this in writing on an annual basis.
- 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 pupils 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 two days of a pupil who has a Child Protection Plan, the relevant Social Worker will be informed.
- The school will ensure compliance with Gloucestershire’s procedures for Children Missing 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 and core groups.
- All staff will be aware that safeguarding issues can manifest themselves via peer on peer abuse. This may include:
  - bullying
  - physical abuse
  - sexual violence and sexual harassment
  - sexting
  - initiation
  - violence/ritualsThese will be dealt with following the advice issued by the DFE in December 2017 and now forming part of KCSIE 2020. 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 will be kept securely, separate from the main pupil file, in a locked filing cabinet. Only the Designated Safeguarding Leads will have access to these files.
- If an allegation is made against a member of staff or volunteer including supply or agency workers, contractors or governors, the procedures in the Allegations Management Policy will be followed. The LADO (Local Authority Designated Officer) is Nigel Hatten. He can be contacted on 01452 426 994.
- All members of the Senior Leadership Team are required to have successfully completed the DFE recognised Safer Recruitment training within the last five years.

## **Support for Pupils**

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 pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.

- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil 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 pupil such as social care, School nursing team, Children and Young Peoples Service (CYPS) and Adult Mental Health Service, Education, Entitlement and Inclusion Team, Educational Psychology Service and the MASH team (Multi Agency Safeguarding Hub).
- Ensuring that, where a pupil 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.

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) September 2020 (Date)

Adopted by Governors \_\_\_\_\_ (Sign) \_\_\_\_\_ (Date)

Review date November 2021

- 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 Letter to other Schools

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

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

**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 a trained deputy (Mr J Morland). The nominated governor for Child Protection is Mrs M Richards.

At the first Staff Meeting of every academic year, the issue of staff responsibilities is reviewed. Staff are reminded of procedures and relevant personnel.

Part 1, Part 5 and Annex A of Keeping Children Safe in Education (September 2020) is made available to all staff. All staff 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.

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 (GSCE). This is available at [www.gscb.org.uk](http://www.gscb.org.uk).

Notes on suspicions are always made by staff as a written referral, using a Safeguarding Record Log.

On receipt of a referral the DSL decides what action to take based on the Gloucestershire Safeguarding Executive procedures. Initially advice, without warning the child, will be sought from the MASH Team. If a referral is advised the DSL will complete this on the same day using the form.

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.

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 pupils at Key Stage 3 the DSL usually becomes the school’s “Key Worker” in such a case and attends subsequent Core Group meetings, for pupils at Key Stage 4 the Deputy DSL will usually become the “Key Worker” and attend any Core Group meetings.

**CIRENCESTER KINGSHILL SCHOOL**

**CHILD PROTECTION POLICY**

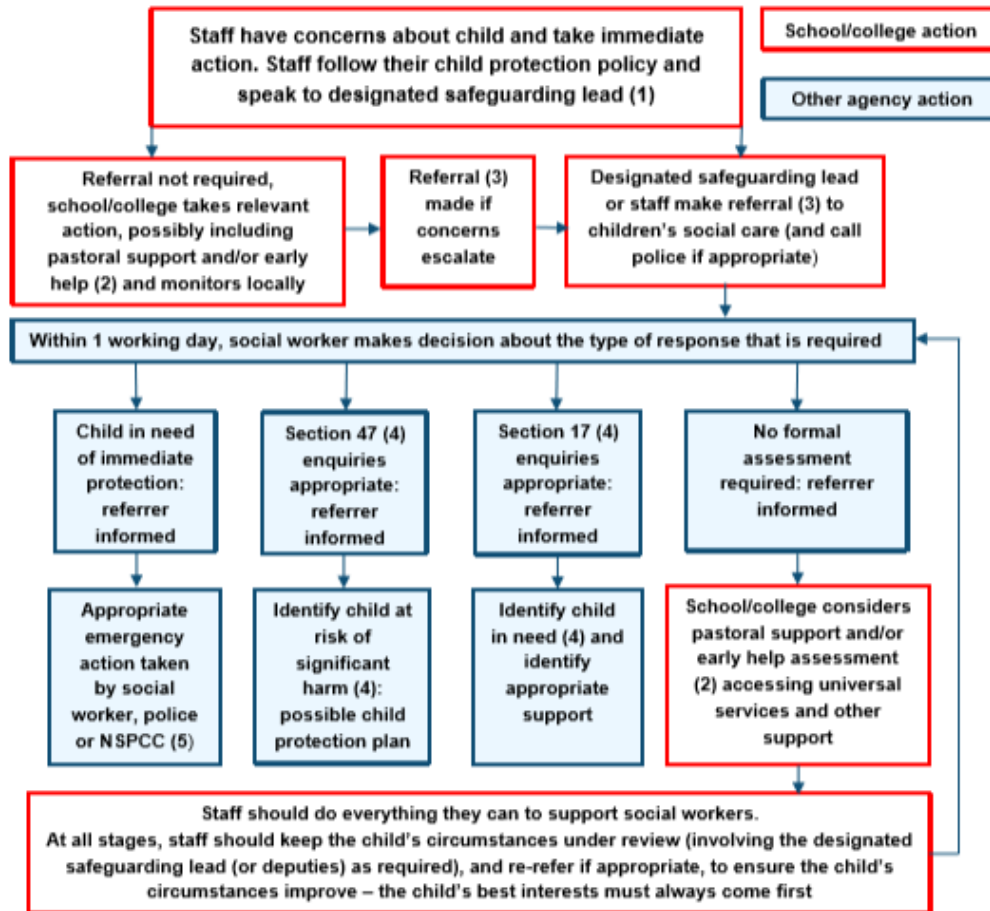
Reviewed by D Christopher (Designated Safeguarding Lead) September 2020 (Date)

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Appendix 2

**Actions where there are concerns about a child**



- (1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.
- (2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.
- (3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).
- (4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).
- (5) This could include applying for an Emergency Protection Order (EPO).

**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 pupils 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 pupils will be considered individually in fortnightly meetings with Head of Year, SENCO and Key Stage lead. This will offer these pupils further safeguarding.
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing drugs or alcohol themselves
- has returned home to their family from care
- is a privately fostered child
- has a parent in prison or coming home from prison.

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. ‘Pupils’ are an individual item on the weekly SLT agenda. The Inclusion Team also monitor pupils open to them on a weekly basis.
- Early identification of vulnerable pupils.
- Active Year and School Councils where, as part of their roles, pupils 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 pupil 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 pupils are always accepted.



- The school participates in TAC (Team Around the Child) meetings and case conferences. The CSE screening tool is used by the school and referrals are made to Social Care, CYPS, school nurse and Families First plus when appropriate.

### **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 pupil's needs and ensure their well-being. We work closely with the following agencies:
  - Social Care
  - CYPS
  - The MASH (Multi-Agency Safeguarding Hub). This joins together GCC, the Police, GDASS, Schools and Health Services)
  - NHS
  - Youth Support Service
  - Police
  - Families First Plus
  - Educational Psychology Service
  - SEND monitoring and reviewing team
  - Advisory Teaching Service
  - Education Entitlement and Inclusion team

**CIRENCESTER KINGSHILL SCHOOL**

**EARLY HELP AND INTERVENTION**

Reviewed by D Christopher (Designated Safeguarding Lead) September 2020 (Date)

Adopted by Governors \_\_\_\_\_ (Sign) \_\_\_\_\_ (Date)

Review date November 2021

**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. 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 a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children 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 is a specific safeguarding issue in education.

**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

**CIRENCESTER KINGSHILL SCHOOL**

**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 A of KCSiE September 2020 pages 82 –96.

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.**

- Children and the court system
- Children missing from education
- Children with family members in prison
- Child sexual exploitation
- Child criminal exploitation – County Lines
- Domestic Abuse
- Drug abuse
- Health and well-being including fabricated or induced illness and mental health
- Homelessness
- Honour based violence including female genital mutilation (FGM) and Forced Marriage
- Preventing radicalisation (Prevent Duty)
- Peer on peer abuse including bullying, sexual violence and sexual harassment
- Private fostering
- Sexting
- 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 Missing Education**

A child missing from school is a potential indicator of abuse and neglect. Such children are increasingly at risk of being harmed, exploited 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 pupil 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 pupils if a pupil 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.

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 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

### **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 pupils, parents, staff, governors and outside agencies working in the school. Pupils 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 pupils by:

- Monitoring behaviour and passing on any concerns promptly.
- Build pupils' 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 pupils 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 pupil to the Channel programme as a voluntary early help strategy.

Cirencester Kingshill will keep under constant review the potential radicalisation of pupils 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

## **Peer on Peer Abuse**

Children can abuse other children. This can include:

- Bullying (including Cyberbullying)
- 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.
- 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 peer on peer 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 pupil 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 pupil is experiencing a mental health problem.
- Adverse Childhood Experiences (ACE) can have a lasting impact on a child’s mental health, behaviour and education.

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	<a href="#">What to do if you're worried a child is being abused</a>	DfE advice
	<a href="#">Domestic abuse: Various Information/Guidance</a>	Home Office
	<a href="#">Faith based abuse: National Action Plan</a>	DfE advice
	<a href="#">Relationship abuse: disrespect nobody</a>	Home Office website
Bullying	<a href="#">Preventing bullying including cyberbullying</a>	DfE advice
	<a href="#">Preventing and Tackling Bullying</a>	DfE advice
Children missing from education, home or care	<a href="#">Children missing education</a>	DfE statutory guidance
	<a href="#">Child missing from home or care</a>	DfE statutory guidance
	<a href="#">Children and adults missing strategy</a>	Home Office strategy
Children with family members in prison	<a href="#">National Information Centre on Children of Offenders</a>	Barnardo’s in partnership with Her Majesty’s Prison and Probation Service (HMPPS) advice

Child Exploitation	<a href="#">County Lines: criminal exploitation of children and vulnerable adults</a>	Home Office guidance
	<a href="#">Child sexual exploitation: guide for practitioners</a>	DfE
	<a href="#">Trafficking: safeguarding children</a>	DfE and HO guidance
Drugs	<a href="#">Drugs: advice for schools</a>	DfE and ACPO advice
	<a href="#">Drug strategy 2017</a>	Home Office strategy
	<a href="#">Information and advice on drugs</a>	Talk to Frank website

<b>Abuse or Safeguarding issue</b>	<b>Link to Guidance/Advice</b>	<b>Source</b>
	<a href="#">ADEPIS platform sharing information and resources for schools: covering drug (&amp; alcohol) prevention</a>	Website developed by Mentor UK
“Honour Based Violence”  (so called)	<a href="#">Female genital mutilation: information and resources</a>	Home Office
	<a href="#">Female genital mutilation: multi agency statutory guidance</a>	DfE, DH, and HO statutory guidance
Health and Well- being	<a href="#">Fabricated or induced illness: safeguarding children</a>	DfE, Department for Health and Home Office
	<a href="#">Rise Above: Free PSHE resources on health, wellbeing and resilience</a>	Public Health England resources
	<a href="#">Medical-conditions: supporting pupils at school</a>	DfE statutory guidance
	<a href="#">Mental health and behaviour</a>	DfE advice
Homelessness	<a href="#">Homelessness: How local authorities should exercise their functions</a>	HCLG
Online	<a href="#">Sexting: responding to incidents and safeguarding children</a>	UK Council for Child Internet Safety
Private fostering	<a href="#">Private fostering: local authorities</a>	DfE - statutory guidance
Radicalisation	<a href="#">Prevent duty guidance</a>	Home Office guidance
	<a href="#">Prevent duty advice for schools</a>	DfE advice
	<a href="#">Educate Against Hate Website</a> <a href="#">Prevent for FE and Training</a>	DfE and Home Office Education & Training Foundation (ETF)
Violence	<a href="#">Gangs and youth violence: for schools and colleges</a>	Home Office advice
	<a href="#">Ending violence against women and girls 2016-2020 strategy</a>	Home Office strategy
	<a href="#">Violence against women and girls: national statement of expectations for victims</a>	Home Office guidance
	<a href="#">Sexual violence and sexual harassment between children in schools and colleges</a>	DfE advice
	<a href="#">Serious violence strategy</a>	Home Office Strategy



**Appendix 6**

**Safeguarding Record Log**

Pupil 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 pupil 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 pupil file.

**Appendix 7**

**CIRENCESTER KINGSHILL SCHOOL**

**JOB DESCRIPTION**

NAME: DEBBIE CHRISTOPHER

YEAR: 2020/2021

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:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

## **TRAINING**

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 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;
- ensure each member of staff has access to, and understands, the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college 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 or college;
- 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;
- obtain access to resources and attend any relevant or refresher training courses; and
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

## RAISE AWARENESS

The designated safeguarding lead should:

- ensure the school or college's child protection policies are known, understood and used appropriately;
- ensure the school or college'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 or college in this; and
- link with the local LSCB to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

## CHILD PROTECTION FILE

Where children leave the school or college ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil 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.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

## AVAILABILITY

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college 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 and colleges, 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 colleges 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 01.09.21.

Post Holder Sign: ..... Date:.....

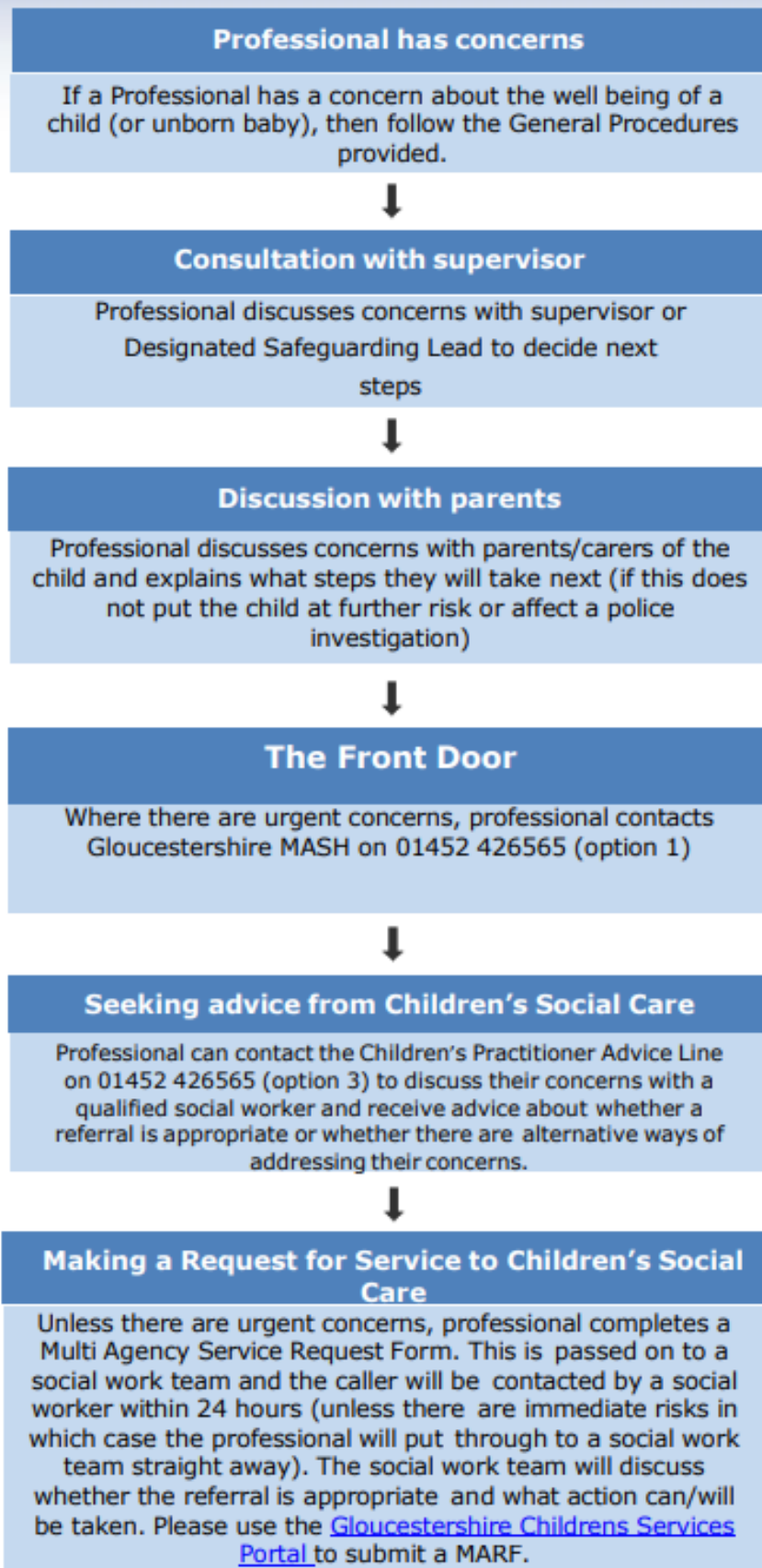
Please print your name.....

Line Manager Sign: ..... Date:.....

Please print your name .....



# Child Protection Process





# 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, 5<sup>th</sup> 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.

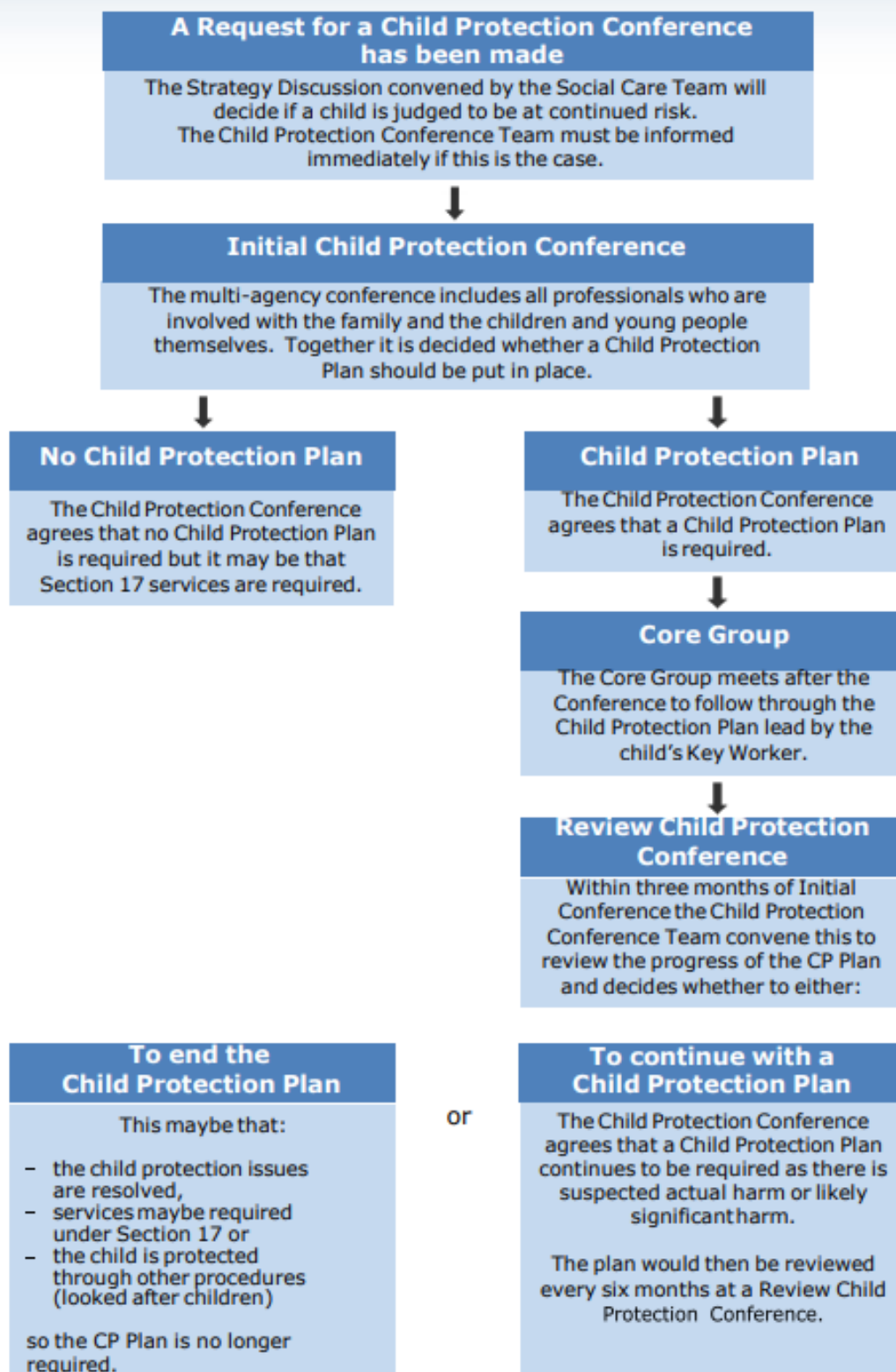
### Section 47 Child in need of protection

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



**Appendix 9**

**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 pupil:  
(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