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Required on Website:	Yes (Appendix to Safeguarding Policy)

## THE GILBERD SCHOOL

### Child Protection Procedures

#### Safeguarding Key Contacts within the School

##### **DESIGNATED SAFEGUARDING LEADS**

Ms R Litton (Assistant Headteacher, The Gilberd School) [rli@gilberd.com](mailto:rli@gilberd.com)

Contact number: 01206 842 211

##### **DEPUTY DESIGNATED SAFEGUARDING LEADS**

Miss N Hopwood [nho@gilberd.com](mailto:nho@gilberd.com)

Mrs A Phillips [aph@gilberd.com](mailto:aph@gilberd.com)

Ms G Sumner [gsu@gilberd.com](mailto:gsu@gilberd.com)

##### **DESIGNATED GOVERNOR FOR SAFEGUARDING**

Mrs Virginia Bevan [vbv@gilberd.com](mailto:vbv@gilberd.com)

##### **DESIGNATED GOVERNOR FOR WHISTLEBLOWING**

Mrs Linda Gous [lgu@gilberd.com](mailto:lgu@gilberd.com)

#### Key Contacts Within the Local Authority

If you need to make a child protection referral, you should contact the Children & Families Operations Hub by calling **0345 603 7627 (out of hours: 0345 606 1212)** and ask for the **Children & Families Operations Hub**.

You must specify whether you want:

1. The Priority Referral line (for urgent referrals – if a child needs ‘immediate protection’) or
2. The Consultation line (for non-urgent referrals)

**Priority Referrals should always be referred by telephone** (if a child needs ‘immediate protection’).

Opening Hours: 08:45 to 17:15 Monday to Friday.

In cases of acute mental health issues, the SET CAMHS can be reached on **0800 953 0222 (out of hours: 0800 995 1000)** or **POLICE: 999**.



If you need to report a Prevent concern [Prevent@essex.police.uk](mailto:Prevent@essex.police.uk)

*The Children & Families Request for Support online form should be used to make a referral (unless there is immediate risk) and to confirm a referral made by telephone (send within 48 hrs). This can be accessed through Essex Effective Support Portal [www.essexeffectivesupport.org.uk](http://www.essexeffectivesupport.org.uk). A copy should be printed before sending. A referral may need to be made to the appropriate agency for the student's home location.*

**SAFEGUARDING ALLEGATIONS OR CONCERNS REGARDING EMPLOYEES:**

Essex Children's Workforce Allegations Management Team (LADO): **03330 139 797**

**DESIGNATED SAFEGUARDING STAFF**

		
<p><b>Ms Rebecca Litton</b></p>		
<p>Assistant Headteacher Designated Safeguarding Lead rli@gilberd.com</p>		
		
<p><b>Ms Nicola Hopwood</b></p>		
<p>Student Support Co-ordinator Deputy Designated Safeguarding Lead nho@gilberd.com</p>		
		
<p><b>Mrs Alison Phillips</b></p>		
<p>Assistant Head of Year Deputy Designated Safeguarding Lead aph@gilberd.com</p>		

## 1. Introduction

Alpha Trust, The Gilberd School believes in supporting all aspects of children and young people's development and learning, including keeping children safe. We understand that children and young people can and do experience social, personal and emotional barriers to their learning, over differing periods of time and at different stages of their development, which can have an effect on their academic learning. We recognise that education staff play a crucial role in helping to identify welfare concerns and indicators of possible abuse or neglect at an early stage.

Schools and their staff form part of the wider safeguarding system for children. Everyone who comes into contact with children and their families and carers has a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

*(Keeping Children Safe in Education)*

The Gilberd School Child Protection Procedures are for all staff, parents/carers, governors, volunteers and anyone involved in our community. It forms part of the safeguarding arrangements for our schools. It should be read in conjunction with the following:

- AT2 Alpha Trust Safeguarding & Child Protection Policy
- Keeping Children Safe in Education – DfE
- Student Code of Conduct
- Staff Code of Conduct
- Child on Child Abuse Policy
- Anti-Bullying Policy
- Electronic Communications Policy
- Staff Handbook
- Cyber Security
- Safeguarding School Leaflet

Safeguarding and promoting the welfare of children (everyone under the age of 18) is defined in Keeping Children Safe in Education as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

### Context of the school

The Gilberd School is large, co-educational secondary school for 11-16 year olds. It has a slightly lower than national average number of disadvantaged and SEND students. All students are drawn from the Colchester Borough area.

Although reported incidents of child protection, Child on Child abuse, bullying and racist incidences are relatively low, both The Gilberd staff must always assume 'It can happen here' even if students do not always report every safeguarding concern.

## **2. Expectations**

All staff and volunteers must read and agree to these procedures before they start working with us. All children and their families will be provided with these procedures at enrolment. It is important for families to be aware of actions staff may take if there are any concerns for a child's safety, and for them to understand that they might not be consulted before action is taken. Knowing about child protection procedures ahead of time helps parents/carers to engage better in the process, meaning that change is more likely to take place.

All adults working in our school who have contact with students are in positions of trust. Staff and volunteers should understand their responsibilities to safeguard and promote the welfare of students.

This means that staff and volunteers:

- are responsible for their own actions and behaviour and must avoid any conduct which would lead any reasonable person to question their motivation or intentions
- must work, and be seen to work, in an open and transparent way
- must acknowledge that deliberately invented/malicious allegations are extremely rare and that all concerns should be reported and recorded
- must discuss and/or take advice promptly from their line manager if they have acted in a way which may give rise to concern
- must apply the same professional standards regardless of culture, disability, gender, language, racial origin, religious belief or sexual orientation
- must not consume or be under the influence of alcohol or any substance, including prescribed medication, which may affect their ability to care for our students
- must be aware that breaches of the law and other professional guidelines could result in disciplinary action being taken against them, criminal action and/or other proceedings including barring by the Disclosure and Barring Service (DBS) from working in regulated activity, or for acts of serious misconduct prohibition from teaching by the Teaching Regulation Agency (TRA).

## **3. Early Help**

Early Help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later.

The Gilberd School provides Early Help through:

- Form Tutors
- Assistant Heads of Year
- Heads of Year
- Pastoral Support Leads
- Student Support Manager
- School Nurse services
- School Counsellor
- School Chaplain
- Referral to outside agencies for Early Help and support

This could involve just listening, monitoring or checking in, learning access provision or Individual Health Plans, academic mentoring, home-school liaison, information sharing with subject teachers while respecting confidentiality.

#### 4. What to look out for (Recognising children who are experiencing or at risk of harm)

Children can be harmed in several ways; abuse can be physical, sexual, emotional or it can take the form of neglect (see [Keeping Children Safe in Education \(September 2023\)](#) and [AT2 Alpha Trust Safeguarding & Child Protection Policy](#)). Children sometimes suffer more than one type of abuse at a time. Children as well as adults can be abusers; peer on peer abuse will never be tolerated or passed off as “banter” or “part of growing up” (see [The Gilbert School Child on Child Abuse Policy](#)). Protecting children from the risk of radicalisation is part of our wider safeguarding duties: The Prevent Duty), and is similar in nature to protecting children from other forms of harm and abuse. Students may show changes in mood, behaviour, attendance or academic progress which could be indicators of a safeguarding concern and therefore need to be recognised and reported when they occur.

#### 5. Reporting a Concern

If you have a concern about a student’s wellbeing, based on:

- A concern or worry a student or their parent has shared with you
- something you have noticed about the student’s behaviour, health, or appearance, i.e. something that may indicate abuse, self-harm or neglect
- An allegation is made
- A student displays concerning behaviour or produces concerning school work.

**Pass all concerns immediately to the Designated Safeguarding Lead (DSL) or Deputy DSL if they are not available.**

Even if you think your concern is minor, the Designated Safeguarding Lead (DSL) may have more information that, together with what you know, represents a more serious worry about a student. It is never your decision alone how to respond to concerns – but it is always your responsibility to share concerns, no matter how small.

**Do not investigate** but decide whether you need to clarify your concerns by asking the student or parent open questions (beginning with words like who, how, why, what, where and when) and being careful not to lead them. Clarify concerns using, if necessary, **TED: Tell, Explain, Describe**. Do **not** ask leading questions or make judgements. **Do not promise confidentiality or to keep a secret. Do not discuss your concerns with the parent/carer(s) if this may increase the risk to the student.**

If you have heard a disclosure of abuse or are talking with a student or parent/carer about your concerns, let them know what you will do next. For example, ‘I am worried about ..... and I need to tell ..... so that they can help us think about how to keep you safe.’

**Inform the DSL immediately.** If the DSL is not available, inform a Deputy DSL. Names and photos are given at the start of these procedures. If none of the Designated Safeguarding staff or Head of School/Executive Headteacher are available, you must make the referral yourself. Details of how to do this are at the end of these procedures and on the sticker on the back of staff ID cards.

As soon as possible after the event, make a record on CPOMs (Child Protection Online Monitoring System). Use a body map to record signs or indicators of abuse or self-harm if appropriate.

All staff have CPOMs login details and instructions for use. Please ensure you tick the “cause for concern” box and this will be dealt with by the Safeguarding Team. All visitors and Governors are requested to use the pink form in the staff room.

If there was a disclosure, record the words of the student or parent/carer rather than your interpretation. Record what you saw or heard and save this on CPOMs.

Although we encourage all staff to report safeguarding concerns via the DSL, any member of staff is entitled to report a safeguarding concern directly to the local authority if they do not feel able to refer the matter to the DSL or are unable to contact the DSL e.g. on a trip or out of hours. Details of how to do this are at the end of these procedures and on the sticker on the back of staff ID cards.

**For all safeguarding concerns staff must without delay inform the DSL in person or by telephone, or one of the Deputy DSLs if DSL not available, as well as completing a “cause for concern” entry on CPOMs.**

## **6. Responding to a concern**

**On receipt of the concern the DSL will:**

- Consider whether the child is at immediate risk of harm, e.g., mental health crisis, unsafe to go home.
- Speak to the student concerned – the voice of the student is important
- Speak to other students, staff, parents if appropriate
- Formulate a plan or strategy for in-school support, if appropriate
- Consult with and refer to other agencies, e.g., Local Authority Children’s Social Care, Mental Health Services, Local Authority Designated Officer (for workforce allegations), etc., and formulate an agreed course of action and support plan.
- Feedback to the person reporting the concern

The DSL will feedback to the person reporting the concern when they are able to do so, whilst maintaining confidentiality. The DSL will record all decision-making (including who confidential information has been shared with and why) and record actions taken on CPOMs. Heads of Year and Assistant Heads of Year may also be asked to complete and record follow up actions. All follow ups, meeting notes and any further concerns including about the procedure, raised by staff, students or parents/carers will also be recorded, with any subsequent actions. Please ensure these are all saved on CPOMs.

## **7. If you are unhappy with the response**

Staff:

- Consult with DSL, DDSL, Senior Leader
- Follow the school’s escalation procedures including reporting the concern yourself to the Local Authority
- Follow the Whistleblowing Procedures.

DSL:

- Review actions taken
- Re-refer and request further agency support
- Review any other intervention strategies e.g. parents/carers accessing mental health services
- Consult with the Local Authority Designated Officer for further advice (for workforce allegations only).

Students and Parents/carers:

- Speak to the DSL
- Inform the Head of school/Executive Headteacher
- Raise a concern following the Concern and Complaints Procedures (on school website).

## **8. Anonymous reporting**

The school has an anonymous reporting portal called “I need to tell you something...” which is available to all students.

Although we always encourage students to come and speak to a member of school staff in person, by providing an anonymous link, students can report any issue which is of concern to them to the school and if an email address is provided (which the school cannot see), a response with sources of advice and help can be given.

## **9. Safeguarding concerns about another adult in the School**

Safeguarding concerns about another adult in the school must be referred to the Head of School (or whoever is fulfilling the role in their absence), without delay. If the concerns are about the Head of School they must be referred to the Alpha Trust Whistleblowing Trustee (see below).

They will contact the Local Authority Designated Officer within one working day in respect of all cases in which it is alleged that a person who works with students has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a student in a way that indicates they pose a risk of harm to children.
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

If you feel your concern has not been responded to appropriately, please contact the Designated Governor for Whistleblowing, Mrs Linda Gous, [lgu@gilberd.com](mailto:lgu@gilberd.com).

## **10. Whistleblowing**

If you are concerned about poor or unsafe practice or potential failures in the school’s safeguarding regime, these should be raised with the Head of School or the Chair of the Local Governing Body, in the first instance. Please refer to ATP7 Alpha Trust Whistleblowing Policy.

The NSPCC whistleblowing helpline is available for those who do not feel able to raise concerns regarding child protection failures internally. The contact number is 0800 028 0285. This line is available from 8:00 to 20:00, Monday to Friday or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **11. Contact Details for Local Authority**

Essex Children & Families Hub 0345 603 7627

Out of Hours 0345 606 1212

For advice before making a referral request the consultation line.

For an urgent referral i.e. for a child needing immediate protection request a priority referral. The Children & Families Request for Support online form should be used to make a referral (unless there is an immediate risk) and to confirm a referral made to the Essex Children and Families Hub.

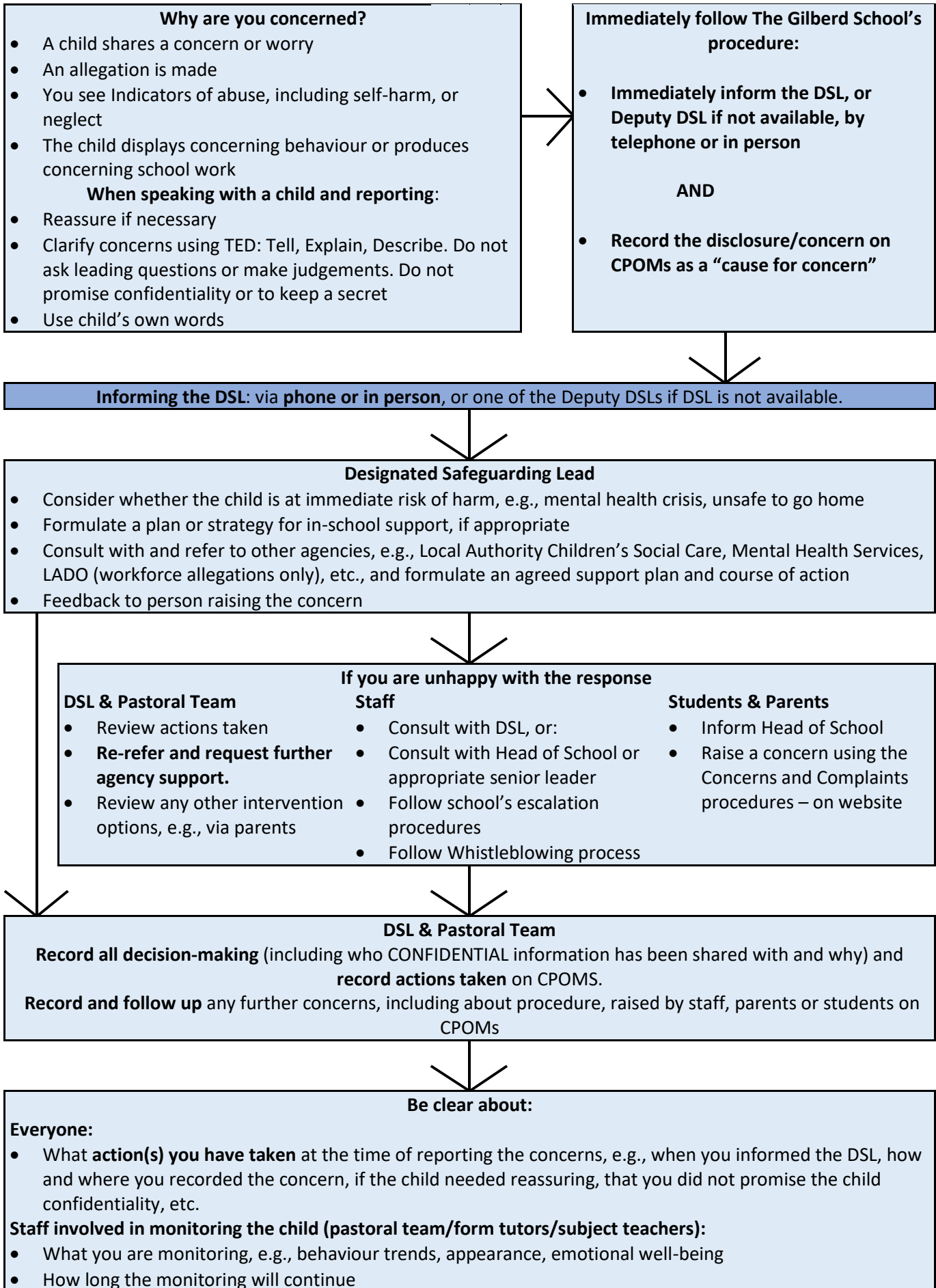
A referral may need to be made to the appropriate agency for the student's home location (contact details are available from the DSL).

## **12. Reviewing these procedures**

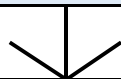
These procedures are reviewed at least annually and approved by the Local Governing Board. Copies of these procedures and supporting materials, such as Keeping Children Safe in Education (Department for Education, September 2023), are available on the staff drive, in the staff room and on the school website. Hard copies may be requested from the school office.



## Safeguarding - What to do in school



- Where, how and to whom you will feedback
- Your need to record the concern on CPOMs



**Review**  
**At all stages, the child's circumstances will be kept under review.**  
**THE CHILD'S SAFETY IS PARAMOUNT; the DSL and/or delegated staff will request further support, if necessary.**