Child protection and safeguarding: COVID-19 addendum 2

Chadsmead Primary Academy

Written by:	Gemma Grainger	Date:	28 May 2020

Contents

Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Gemma Grainger (school based*)	01543 421850 headteacher@chadsmead.staffs.sch.uk
Deputy DSL	Helen Cadman (school based*) Dave Budge (working from home*)	01543 421850 helen.cadman@chadsmead.staffs.sch.uk 01543 421850 davebudge@chadsmead.staffs.ch.uk
Headteacher	Gemma Grainger	01543 421850 headteacher@chadsmead.staffs.sch.uk
Local authority designated officer (LADO)	Staffordshire County Council	0800 13 13 126
Community Academies Trust Safeguarding Lead	Jo Howell	j.howell@communityacademiestrust.org
Community Academies Trust Primary Director	Ed May	emay@catschools.uk

* accurate at time of writing 28 May 2020. This does not take into account any self-isolation or contraction of the virus during further opening

1. Scope and definitions

This addendum applies during the period of planned return of more children (YN, R, 1 & 6) alongside the already provided provision of keyworker & vulnerable children in school during the COVID-19 pandemic. It reflects updated advice from our the DFE and local authority (LA) – Staffordshire County Council.

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

> Have a social worker, including children:

- With a child protection plan
- Assessed as being in need
- Looked after by the local authority

> Have an education, health and care (EHC) plan

> Have been assessed as otherwise vulnerable by school

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

> The best interests of children must come first

> If anyone has a safeguarding concern about any child, they should continue to act on it immediately

> A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)

> A DSL or deputy should be available

> It's essential that unsuitable people don't enter the school workforce or gain access to children

> Children should continue to be protected when they are online

As far as is reasonably possible

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

Staff report concerns using the log of concern document (green form) and then speak with a DSL. That may be in person as they are on the premises or by telephone if not. The member of staff will not leave school until a DSL has been spoken to. Staff are also aware of the safeguarding advisory line (01785 895836 esas@staffordshire.gov.uk) and reporting to Staffordshire Local Authority directly (0800 1313 126 https://www.staffordshire.gov.uk/Care-for-children-and-families/Childprotection/Report-a-concern-online.aspx).

As a reminder, all staff should continue to work with and support children's social workers, where they have one, Local support teams, and Staffordshire special education needs service (for those children with EHC plans) to help protect vulnerable children.

4. DSL (and deputy) arrangements

We have a DSL (Gemma Grainger) and a deputy DSL (Helen Cadman) on site from 1st June 2020. Deputy DSL (Dave Budge) is available working from home. Details can be found in 'Important Contacts' section.

However, during these exceptional times it might not always be possible to have a trained DSL or deputy DSL on site. If our DSL (or deputy) based on site cannot be in school and are unavailable for work, the deputy DSL working from home should be contacted. A senior leader should take responsibility for co-ordinating and safeguarding on site. This might include updating and managing access to child protection files, liaising with offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or carry out statutory assessment at the school.

If all 3 trained DSLs are unavailable for work, staff should make contact with the Community Academies Trust Safeguarding Lead – Jo Howell. Details can be found in the 'Important Contacts' section.

It is planned that DSL and Deputy DSL based in school will not been given a 'bubble group' and will therefore have more time to support staff and children regarding new concerns (and referral as appropriate) as more children return. This may not be always be possible with variable staffing during the pandemic.

The first contact will be the Headteacher. After that it will be the Deputy DSL based in school and then the Deputy DSL working from home. If none are available, it will be the CAT safeguarding lead. Staff are reminded that referrals to first response or use of the Staffordshire advice line, can be made by themselves, and should a situation warrant a call, make it, especially if contact cannot be made in a timely fashion with the appropriate people.

The list of the most vulnerable children is available on the school SharePoint system: COVID-19 Safeguarding/Identified Vulnerable List

5. Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children and those with EHC plans

We will continue to update this addendum where necessary, to reflect any updated guidance from:

> GOV.UK
> The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

6. Monitoring attendance

As many children will not be attending school during this period of phased return, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

For those children that have indicated a return to school in the phased return we will:
> Record attendance and absence using school SharePoint register system (as explained on 1st June 2020)
> Follow up on their absence with their parents or carers, by making contact via the telephone and MyEd message
> Notify their social worker, LST or support service (i.e. Pathways) where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

Attendance of vulnerable children who either do attend or do not attend in the phased return will be monitored and social workers notified. School will also continue to follow up with parents/carers.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately.

If staff have a concern regarding another member of staff, they will contact the Headteacher. If they have concern regarding the headteacher they will contact Community Academies Trust safeguarding officer or Primary Director. Details of these important contacts are listed in the 'Important contacts' section at the start of this addendum. The role of the safeguarding Governors has been suspended during these unprecedented times.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

9. Support for children who aren't 'vulnerable' but where we have concerns

We have offered places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this. This may include children who have previously had a social worker, or who haven't met the threshold for a referral but where staff have raised concerns.

If these children will not be attending school, we have put a contact plan in place, as explained in section 10.1 below.

10. Safeguarding for children not attending school

10.1 Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

> They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
> They would usually attend but have to self-isolate

These plans set out:
> How often the school will make contact
> Which staff member(s) will make contact
> How they will make contact

We have agreed these plans with children's social care where relevant and will review them when necessary. If we can't make contact, we will be contacting children's social care or the safeguarding advice line: 01785 895 836

Designated staff will contact children the school have identified as vulnerable. This WEEKLY contact is made by phone call or face to face at collection and drop off times on school premises ONLY. A record of this contact is kept on SharePoint: COVID-19 Safeguarding/school closure vulnerable children phone calls. This folder also includes a procedure to follow.

Attendance of vulnerable children who either do attend or do not attend in the phased return will be monitored and social workers notified.

Fortnightly phone calls are made to all other children (not those vulnerable who will receive weekly phone calls) A record of this is kept on SharePoint: COVID-19 Fortnightly contact/Fortnightly Phone Call Contact. This folder also contains a procedure to follow.

The phone calls are to ascertain if any help is needed, are parents/carers/children accessing the home learning or has there been any change in circumstances that the school may need to know (such as safeguarding, welfare, contact, health & well-being). Where possible staff should speak to the children directly to help identify any concerns. The contact aims to maintain the link within the school community in these unprecedented times.

If concerns are identified during the phone call staff are to immediately speak with the DSL. This may be by phone, e-mail or person.

Where staff use personal phones to make calls, they should withhold their personal number.

10.2 Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk. Staff will be made aware of any new concerns following the partial closure and be vigilant in identifying new safeguarding concerns as more children return.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 11 below).

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school. We have remote support from our IT staff.

11.2 Outside school

Normal communication is by using the school MyEd app and the office contact e-mail address.

Following a given procedure, staff will make weekly or fortnightly phone calls as detailed in section 10.1. If concerns are identified during the phone call staff are to immediately speak with the DSL. This may be by phone, e-mail or person.

Staff will not make contact using any form of video conferencing or google hangouts.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

Children and parents/careers can report any concerns they have, using the normal communications routes. School will try to signpost them to other sources of support too.

11.3 Working with parents and carers

We will make sure parents and carers:

> Are aware of the potential risks to children online and the importance of staying safe online

> Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides

> Know where else they can go for support to keep their children safe online. Our website signposts to help: Parents and Families tab, E-safety.

12. Mental health

We will endeavor to signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

The curriculum for children attending school during the phased return will take account of children mental health. Jigsaw lessons (the school PSHE scheme) will continue, alongside other lessons providing age appropriate emotional support for children who may have suffered anxiety, trauma and bereavement.

13. Staff recruitment, training and induction

13.1 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

13.2 Staff 'on loan' from other schools

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

13.3 Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

> A safeguarding induction
> A copy of our children protection policy (and this addendum)
> Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

> A copy of our child protection policy and this addendum
> Confirmation of local processes
> Confirmation of DSL arrangements

13.4 Keeping records of who's on site

We will keep a record of which staff and ==contractors== are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

==There will be no visitors or volunteers on site during the pandemic, this is inline with the protective factors set out in the government guidelines.==

14. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

> The reason(s) why the child is considered vulnerable and any arrangements in place to support them

> The child's EHC plan, child in need plan, child protection plan or personal education plan

> Details of the child's social worker

> Details of the virtual school head

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

15. Monitoring arrangements

This policy will be reviewed as guidance from the LA or DfE is updated, and as a minimum every 4 weeks by Gemma Grainger, Headteacher or ==CAT safeguarding lead.==

16. Links with other policies

This policy links to the following policies and procedures:

> Child protection policy

> Whistle-blowing policy

> Staff code of conduct

> Health and safety policy

> Online safety policy