



## **Child Protection and Safeguarding: COVID-19 Addendum**

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## Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Jayne Sausby-Gallimore (Acacia) Toni Woods (Swinderby)	01673 880020 / 01673 88004 01522 866493 / 07483 069411
Other contactable DSL(s) and/or deputy DSL(s):	Angela Wood Terry Lawson (Acacia) Lauren Mangham (Acacia) Nicola Fewster (Swinderby)	07561 167549 / 01522 866013 01673 880044 01522 868279
Designated member of senior leadership team if DSL (and deputy) can't be on site	Steve Bromley	01522 868279
Headteacher	Jayne Sauby-Gallimore (Acacia) Toni Woods (Swinderby)	01673 880020 / 01673 880041 01522 866493 / 07483 069411
Local authority designated officer (LADO)	Jemma Parkinson Rachael Powis	01522 554689 01522 554668

## 1. Scope and definitions

This addendum 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 (ED 35) 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

## 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)
- 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

## 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.

We have provided additional contingencies for DSL arrangements and contact details at the start of this document, who can be contacted in the event of a concern about a child or in relation to stakeholder conduct.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

## 4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

We will ensure that DSL information is displayed around the school sites with contact details for relevant members of senior staff.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary

- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments
- Ensure site risk assessments for Covid 19 are up to date and include safe staffing levels and contingencies.
- Ensure CYP risk assessments are completed and reviewed regularly to ensure that vulnerable CYP are kept under safe environmental and supervision conditions.

## 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.

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

- Our 3 local safeguarding partners
- 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

We will be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

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

We will arrange with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible, by adding this addendum to the school websites. Should there be a need to close the schools we would inform parents via letter and outline emergency contact details for senior and DSLs.

## 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.

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](mailto:Misconduct.Teacher@education.gov.uk) for the duration of the COVID-19 period, in line with government guidance.

## 9. Safeguarding for children not attending school

### 9.1 CYP risk assessments

We have risk assessment for a CYP in the schools, including all children with a social worker and children who we have safeguarding concerns about. This outlines the balance of best interest decision making in respect of high-risk health conditions and also best interests decisions about whether young people should remain in the family home setting.

Where CYP are not attending school, we will complete regular (at least weekly) welfare contact calls and ensure that risk assessments are subject to ongoing review. For instance, where CYP

- 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

We have agreed these plans with children's social care where relevant, and will review them on a monthly basis or as required as circumstances change.

If we can't make contact and have concerns over the welfare of a CYP we would contact social care or the police.

## **9.2 Safeguarding all children**

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

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).

## **10. Online safety**

### **10.1 In school**

We will continue to have appropriate filtering and monitoring systems in place in school.

Our IT support teams can work remotely to address most issues in respect of online access to learning resources.

### **10.2 Outside school**

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policy.

Given the nature of CYP learning difficulties there is a limited scope to provision of online learning activities for a minority of pupils who are not attending school currently. However, teachers should provide appropriate reminders and outline supervision arrangements for parents by signposting any issues in respect of accessing online learning, and where we know that CYP have a propensity or potential to access inappropriate material.

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.

### **10.3 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
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- 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

## **11. Mental health**

Where possible, we will continue to offer our current support for pupil mental health for all pupils. Where required, we can support through access to our educational support services and therapeutic teams who can provide advice and resources to support with social and emotional or sensory regulation issues that may arise where CYP are adapting to changing routines and expectations.

We will also 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.

## **12. Staff recruitment, training and induction**

### **12.1 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, 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.

### **12.2 Staff 'on loan' from other schools or local authorities**

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.

### **12.3 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

### **12.4 Keeping records of who's on site**

We will keep a record of which staff and volunteers 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.

We will use the single central record to log:

- Everyone working or volunteering in our school each day, including staff 'on loan'
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

## **13. Monitoring arrangements**

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, and as a minimum at least monthly by the Asst director of education. At every review, it will be approved by Director of education.

## **14. Links with other policies**

This policy links to the following policies and procedures:

- Child protection policy
- Staff [behaviour policy/code of conduct]
- IT acceptable use policy
- Health and safety policy
- Online safety policy
- Anti-bullying policy
- Whistle blowing policy.