MODEL SAFEGUARDING & CHILD PROTECTION POLICY FOR SCHOOLS & COLLEGES (Covid 19 Addendum)

Date: 21st October 2020

Kirklees Safeguarding Children Partnership

This policy addendum is to be used alongside Windmill CE Primary 2020-21 school safeguarding and child protection policy

Updated Date: 21st October 2020

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Context

This addendum of the school Safeguarding and Child Protection Policy applies from the start of the autumn term 2020. It reflects updated advice from Kirklees Safeguarding Childrens Partnership (KSCP) and Education Safeguarding Service.

It sets out changes to our normal child protection policy in light of coronavirus, and should be read in conjunction with our safeguarding and child protection policy. In this addendum, where we refer to measures to protect pupils who are at home, this means those who are learning at home for reasons to do with coronavirus – for example, due to clinical and/or public health advice, such as if there's a local lockdown or if they need to self-isolate.

This Addendum contains details of our safeguarding arrangements in the following areas:

1. Vulnerable Children
2. Attendance Monitoring
3. Designated Safeguarding Lead
4. Reporting a Concern
5. Safeguarding Training and Induction
6. Safer Recruitment/Volunteers
7. Contact plans
8. Children returning to school
9. Children isolating at home
10. Online safety in school and college
11. Children and online safety away from school and college
12. Mental health and supporting children returning to school
13. Mental health and supporting children at home
14. Peer on peer abuse

Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Sarah Mann		Sarah.mann@windmillcofeprimary.co.uk
Deputy Designated Safeguarding Lead	Jill Denvers		Jill.denvers@windmillcofeprimary.co.uk
Deputy Designated Safeguarding Lead	Anila Fisher		Anila.fisher@windmillcofeprimary.co.uk
Head Teacher/Principal	Darren Foulke		Darren.foulke@windmillcofeprimary.co.uk
Chair of Governors	Ann Midgley		Ann.midgley@windmillcofeprimary.co.uk
Safeguarding Governor	Anna Manna		Anna.mann@windmillcofeprimary.co.uk

1. Vulnerable children

- Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being a Child in Need or otherwise meet the definition in section 17 of the Children Act 1989.
- Children and young people up to the age of 25 with education, health, and care (EHC) plans.
- Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:
- On the edge of receiving support from children's social care services
- Adopted
- Living in temporary accommodation
- Young carers
- Considered vulnerable by the school and/or LA

2. Attendance Monitoring

This school will resume taking the attendance register. School will also follow guidance from the Department for Education on how to record attendance and what data to submit.

All pupils of compulsory school age will be expected to attend school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is unable to attend because of clinical and/or public health advice, is absent for a necessary religious observance). Where any child we expect to attend school doesn't attend, or stops attending, our school staff will follow the LA first day calling procedure and ring /text parents/carers to establish the reason that the child(ren) have not attended their pre-arranged place in school.

Emergency contact and first day calling procedure
https://secure2.sla-online.co.uk/v3/Resources/Page/14663

To support the above, we will, when communicating with parents and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

Social workers will be notified in cases where children have been allocated one.

3. Designated Safeguarding Lead

This School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Sarah Mann

The Deputy Designated Safeguarding Leads are: Jill Denvers and Anila Fisher

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when isolating at home.

Where a trained DSL (or deputy) is not on-site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection records and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

All our school staff and volunteers will have access to a trained DSL (or deputy). On each day the staff on-site will be made aware of who that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

4. Reporting a Concern

Where staff have a concern about a child, we will continue to follow the process outlined in the school Safeguarding Policy, this includes making a report which can be done remotely.

In the unlikely event that a member of staff cannot access their systems from home, they will email the Designated Safeguarding Lead, Deputy DSL and Headteacher. This will ensure that the concern is received.

Staff will be reminded of the need to report any concerns immediately and without delay.

Where a staff member is concerned about an adult working with children in the school, they will report the concern to the headteacher. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors: Name: Ann Midgley

5. Safeguarding Training and Induction

The Local Authority is delivering DSL and whole school safeguarding training remotely until further notice whilst there remains a threat of the COVID-19 virus.

The DSL will communicate with existing staff any new local arrangements, so they know what to do if they are worried about a child.

The DSL will deliver updates at regular intervals to staff teams and at least annually.

Where new staff are recruited, or new volunteers enter school, they will continue to be provided with a safeguarding induction.

6. Safer Recruitment (Volunteers)

It remains essential that unsuitable people are not allowed to enter the children's workforce or gain access to children. If we recruit new staff, we will continue to follow the relevant safer recruitment processes for our setting and part three of KCSIE 2020.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where we are utilising volunteers, we will continue to follow the checking and risk assessment process as set out below. Under no circumstances will a volunteer who has not been checked be left unsupervised (out of the line of sight) or allowed to work in regulated activity.

Volunteers who, on an unsupervised basis teach or look after children regularly, or provide personal care on a one-off basis in schools and colleges, will be in regulated activity. We will obtain an enhanced DBS certificate (which should include barred list information) for all volunteers who are new to working in regulated activity.

Existing volunteers in the regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information). However, we will undertake a risk assessment and use our professional judgment and experience when deciding whether to obtain an enhanced DBS certificate for any volunteer not engaging in regulated activity.

In doing so we will consider:

- the nature of the work with children;
- what the establishment knows about the volunteer, including formal or informal information offered by staff, parents and other volunteers;
- whether the volunteer has other employment or undertakes voluntary activities where referees can advise on suitability;
- whether the role is eligible for an enhanced DBS check. Details of the risk assessment should be recorded.

Regarding members of the school or college workforce already engaging in a regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another school or college to support the care of children. The type of setting on the DBS check, for example, a specific category of school, is not a barrier. The same principle applies if childcare workers move to work temporarily in a school setting. The receiving institution should make a risk assessment as they would for a volunteer (see above).

Whilst the onus remains on us to satisfy ourselves that someone in our school has had the required checks, this can be achieved, if the receiving institution chooses to, via seeking assurance from the current employer rather than requiring new checks.

Referrals

We will continue to follow our legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult.

We will also continue to consider and make referrals to the Teaching Regulation Agency (TRA) if required via Misconduct.Teacher@education.gov.uk.

All referrals received by the TRA will continue to be considered. Where referrals on serious safeguarding matters are received and it is deemed that there is a public interest in doing so consideration will be given as to whether an interim prohibition order (IPO) should be put in place. The TRA will continue to progress all cases but will not schedule any hearings at the current time.

Single Central Record

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that we are aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, we will continue to keep the single central record (SCR) up to date.

The SCR can, if we choose, provide the means to log everyone that will be working or volunteering in school on any given day, including any staff who may be on loan from other institutions. The SCR can also, if we choose, be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.

7. Contact Plans

This school will have contact plans for children with a social worker, and other children this school may have safeguarding concerns for circumstances where the child is at home.

Each child has an individual plan, which sets out:

- How often the school will make contact – this will be at least once a week
- Which staff member(s) will make contact – as far as possible, this will be staff who know the family well
- How staff will make contact – this will be over the phone, doorstep visits, or a combination of both
- These plans will be recorded in school on the childs file
- We have agreed on these plans with children's social care where relevant, and will review them half termly.

8. Children returning to school

- The DSL (or deputy) will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before children return. Parents/carers are actively encouraged to report changes in circumstances to a DSL.
- They will also liaise with the school nurse(s) to gather relevant information about any support provided by school nursing services while children have not been in school.
- The DSL (and deputy) will be given time to support staff and children regarding new concerns (and referrals as appropriate) as children return to school.
- Staff and volunteers will be alert to any new safeguarding concerns as they see pupils in person.

9. Children isolating at home

The school will maintain contact with children who are at home. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary they will use personal phones but they will withhold their number.

Staff and volunteers will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during class check-ins

10. Online Safety in Schools and Colleges

- Our School will continue to provide a safe environment, including online. This includes the use of an online filtering system.
- Where students are using computers in school, appropriate supervision will be in place.

11. Children and Online Safety Away from School and College

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the school safeguarding and child protection policy and where appropriate, referrals will still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the school code of conduct.

This school will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Where staff are interacting with children online, they will continue to follow the schools existing, Remote Learning Guidance.

School will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

All staff sign the acceptable use policy annually and these are applicable to remote learning. Pupils and parents are expected to sign the home school online learning agreement.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately.

Below are some things we will consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by school to communicate with students
- Staff should record, the length, time, date and attendance of any sessions held.

12. Mental Health and Supporting Children returning to School

This school is committed to ensuring the safety and wellbeing of all its students and we will continue to be a safe space for children to attend and flourish. Staff and volunteers will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where pastoral support may be needed.

13. Mental Health and Supporting Children at home

- Where possible, school will continue to offer our current support for pupil mental health for all pupils. Pupils who access counselling will do this at home remotely.

- School will also signpost all pupils, parents/carers 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.
- Staff and volunteers will be alert to mental health concerns in children who are at home, and act on these immediately by liasing with the DSL.

14. Peer on Peer Abuse

If we receive a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE and those outlined within the school safeguarding and child protection policy.

We will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded, and appropriate referrals made.

https://www.gov.uk/government/publications/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-during-the-coronavirus-covid-19-outbreak/what-parents-and-carers-need-to-know-about-early-years-providers-schools-and-colleges-in-the-autumn-term