

COVID-19
Addendum update to
St John's C.E. (C) Infant School
Safeguarding and Child Protection
Policy

This policy addendum is to be used alongside St John's 2019/20 school safeguarding and child protection policy

Updated Date: 2nd April 2020

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Context

From 20th March 2020 parents/carers were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - vulnerable children, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the school Safeguarding and Child Protection Policy 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 and the Movement of Staff
7. Online Safety in Schools and Colleges
8. Supporting Children, not in school
9. Supporting Children, in school
10. Peer on Peer Abuse

Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Aidan Blackburn	07709489363	aidan.blackburn@kirkleeseducation.uk
Deputy Designated Safeguarding Lead	Pat Missett	07907760617	pat.missett@kirkleeseducation.uk
	Catherine Rowbotham	07793 965187	catherine.rowbotham@kirkleeseducation.uk
Head Teacher/Principal	Aidan Blackburn	07709 489363	aidan.blackburn@kirkleeseducation.uk
Chair of Governors	Meredith Moore	07817679605	meredith.moore@bradford.gov.uk
Safeguarding Governor	Meredith Moore	07817679605	meredith.moore@bradford.gov.uk

1. Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health, and care (EHC) plans.

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.

Those with an EHC Plan will be risk-assessed in consultation with the Local Authority and parents/carers, to decide whether they need to continue to be offered a school or college place to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself is not the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support. This school will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this is: Aidan Blackburn (DSL) supported by Pat Missett and Catherine Rowbotham (Deputy DSL).

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent/carer does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and this school will explore the reasons for this directly with the parent/carer.

Where parents/carers are concerned about the risk of the child contracting COVID19, this school or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

This school will encourage our vulnerable children and young people to attend a school, including remotely if needed. We may also have children of key workers placed in our school if their main school is closed. In these circumstances we will ensure that any new arrivals are fully supported whilst they are at our school.

2. Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. However, we have been asked by the Local authority to submit individual child registration data.

This school and social workers will agree with parents/carers whether children in need should be attending school. We will then follow up on any student that they were expecting to attend, who does not. We will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently does not attend.

Our school staff will ring /text parents/carers to establish the reason that the child(ren) have not attended their pre-arranged place in school.

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.

In all circumstances where a vulnerable child does not take up their place at school or discontinues, we will notify their social worker.

3. Designated Safeguarding Lead

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

The Designated Safeguarding Lead is: Aidan Blackburn

The Deputy Designated Safeguarding Lead is: Pat Missett & Catherine Rowbotham

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 working from 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 has 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:
Meredith Moore

5. Safeguarding Training and Induction

The Local Authority has suspended DSL training until further notice whilst there remains a threat of the COVID-19 virus.

For the period COVID-19 these measures have been put in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their scheduled refresher training.

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

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

If staff are deployed from another education setting or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that: -

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

6. Safer Recruitment (Volunteers) and the Movement of Staff

The Host or Hub School will remain responsible for all staff and 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.

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.

Code of Conduct

We will ensure new staff/volunteers have read through our staff code of conduct within the last 12 months or highlight any specific differences our school may have.

7. 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.

8. 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.

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.

9. Supporting children, not in school

This school is committed to ensuring the safety and wellbeing of all its Children and Young People.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, we will ensure that a robust communication plan is in place for that child or young person.

Details of this plan will be recorded, as will a record of contact made.

The communication plans might include; remote contact, phone contact. Other individualised contact methods should be considered and recorded.

This school and our DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan will be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

We will share safeguarding messages on our website and social media pages.

We recognise that this school is a protective factor for children and young people, and the current circumstances, can affect the mental health of students and their parents/carers. Teachers at this school will be aware of this in setting expectations of students' work where they are at home.

The school will ensure that where we care for children of critical workers and vulnerable children on-site, we ensure appropriate emotional and pastoral support is in place for them. Any issues or concerns which arise will be recorded.

10. Supporting Children in School

This school is committed to ensuring the safety and wellbeing of all its students.

We will continue to be a safe space for children to attend and flourish. Our Headteacher will ensure that appropriate staff is on-site and staff to student ratio numbers are appropriate, to maximise safety.

We will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public

Health England on handwashing and other measures to limit the risk of the spread of COVID-19.

We will ensure that where we care for children of critical workers and vulnerable children on-site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded.

Where we have concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the Local Authority.

11. Peer on Peer Abuse

We recognise that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

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/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

