

Addendum to Child Protection Policy



COVID-19 school closure arrangements for Safeguarding and Child Protection

Crossdale Primary School (CPS)

Version control

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| Author/Reviewer: | Tara Cook – HR Manager |

Context

From 20th March 2020 parents and 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 absolutely need to attend.

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

This addendum of the **CPS** Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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Key contacts

| Role | Name | Contact number | Email |
|-------------------------------------|--|----------------------------|--|
| Designated Safeguarding Lead | -Peter Cresswell (KPNS and CPS) | 0115 9748088 | head@crossdale.notts.sch.uk |
| Deputy Designated Safeguarding Lead | Fru Westmorland (CPS) Sam Seedhouse (CPS) | 01159748088 | fru.westmorland@crossdale.notts.sch.uk sam.seedhouse@crossdale.notts.sch.uk |
| Executive Headteacher | Peter Cresswell (CPS and KPNS) | 0115 9748088 | head@crossdale.notts.sch.uk |
| Chair of Governors | Ian Walker | 01159748088 | ian.walker@governor-equalstrust.org |
| Safeguarding Governor | Chris Neale Kirsty Sharman | 0115 9748088 | chris.neale@governor-equalstrust.org kirsty.sharman@governor-equalstrust.org |
| Trust CEO | Philip Palmer | See contact list in school | ceo@equalstrust.org |
| HR Manager | Tara Cook | See contact list in school | hrmanager@equalstrust.org |

Vulnerable children

Vulnerable children include those who have a social worker and those children and children 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 in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed, to decide whether they need to continue to be offered a school place in order 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 with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be 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.

CPS 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 will be: **Sam Seedhouse**

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 does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and CPS will explore the reasons for this directly with the parent.

Although there is an expectation that vulnerable children who have a social worker will attend school, the parent, after discussion with the school and social worker, may decide not to bring their child to school. In this circumstance the school will set up a suitable communication plan to keep in contact with the parent/carer and the child. See the 'supporting children not in school' section on page 9 of this document.

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

CPS will encourage our vulnerable children and young people to attend a school, including remotely if needed.

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.

CPS and social workers will agree with parents/carers whether children in need should be attending school – CPS will then follow up on any pupil that they were expecting to attend, who does not.

CPS will follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

- The DSL on site at Crossdale each day will review registers and contact any pupils on the register who have not arrived at school, starting with any pupils deemed to be vulnerable. This should be done before noon. This is on a daily task list for the DSL on site.

To support the above, CPS will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. We will try to contact all families at least fortnightly, following up with any that do not respond.

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

Designated Safeguarding Lead

Designated Safeguarding Lead (DSL) and a Deputy DSL: See table on page 4 of this document for names and contact details.

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. If all the DSLs from our school are not available via any form of contact (due to illness, etc) then the DSL from another Trust school

will be contacted (a full list of Trust schools DSL's is available in the SLT office and Main office at Crossdale site leaders). Staff from KPNS and CPS should try to contact DSLs from those schools first.

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

This might include updating and managing access to child protection online management system, CPOMS 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.

It is important that all **CPS** staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of 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.

Reporting a concern

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

In the unlikely event that a member of staff cannot access their CPOMS from school or home, they should email the Designated Safeguarding Lead and Head Teacher. This should be followed up with a phone call to ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

With the partial reopening of schools to more children from week commencing 1st June 2020, staff and volunteers may identify new safeguarding concerns about individual children as they see them in person following partial school closures.

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

Concerns around the Head Teacher should be directed to the Chair of Governors: **ian Walker**, ian.walker@governor-equalstrust.org and the Trust CEO, Philip Palmer by emailing ceo@equalstrust.org

The Trust HR Manager and central team will continue to offer support in the process of managing allegations.

Safeguarding Training and induction

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are 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 refresher training.

All existing school staff have had safeguarding training and have read part 1 and 5 of Keeping Children Safe in Education (2019). The DSL should communicate with 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 **Crossdale**, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education 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

For movement within the Trust, schools should seek assurance from the current Head Teacher that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be advised as to the receiving school's local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, **CPS** will continue to follow the relevant safer recruitment processes for their school, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

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 **CPS** is utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

CPS will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

CPS will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, CPS will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online safety in Trust schools

CPS will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where pupils are using computers in school, appropriate supervision will be in place.

Children and online safety away from school

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 Child Protection Policy and where appropriate referrals should 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 Equals Trust code of conduct.

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

Schools may consider the use of pre-recorded, virtual or live lessons. Before these are undertaken the Head Teacher should discuss the detailed arrangements with the Trust's SIL and HR Manager. Below are some things to consider when delivering these types of 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 Equals Trust to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

Supporting children not in school

CPS 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, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as should a record of contact made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

CPS and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

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

The school will share safeguarding messages on its website and social media pages.

CPS recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and

their parents/carers. Teachers at **CPS** need to be aware of this in setting expectations of pupils' work where they are at home.

Supporting children in school

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

CPS will continue to be a safe space for all children to attend and flourish. The Head Teacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

CPS 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 spread of COVID19.

CPS 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.

Where **CPS** has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – they will discuss them immediately with the Trust.

Peer on Peer Abuse

CPS recognises that during the closure and also during the partial reopening to more children a revised process may be required for managing any report of such abuse and supporting victims.

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

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

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

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

Mental Health

We recognise that negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. We will ensure that appropriate support is in place to support them.

Guidance is available here: [mental health and behaviour in schools](#)

Mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include, for example, being fearful or withdrawn; aggressive or oppositional; or excessive clinginess.

Staff should be aware of the impact the current circumstances can have on the mental health of our pupils (and their parents) who are continuing to work from home, including when setting expectations of childrens' work.

The DfE has provided separate [guidance on remote education practices](#) during the coronavirus outbreak.

Support from Equals Trust

The EQT central team will provide support and guidance as appropriate to enable the DSL and Head Teachers to carry out their role effectively.

A list of contact details has been provided to each school and should be available to the member of staff in charge at each site each day.

Interim DfE Safeguarding Guidance: Actions required

completed checklist stored elsewhere

| Activity | Completed (Yes/No) |
|--|--------------------|
| Ensure that someone is responsible for ensuring these actions are completed | |
| Ensure governors are aware of the Government's interim safeguarding guidance | |
| Ensure that someone (typically HT) is responsible for ensuring continuity in safeguarding leadership and the communication of this to all staff | |
| Ensure a DSL is available, in-person, by phone or video link and staff are aware of who this is and how to contact them | |
| Nominate a person to be the onsite safeguarding lead each day | |
| Create a Coronavirus Outbreak addendum to your child protection policy to include the specific issues for these circumstances | |
| Ensure staff know the new arrangements for DSLs and reporting concerns (especially if no DSL from school is onsite or able to work from home) | |
| Understand what changes there may be for contacting the LADO | |
| Understand what changes there may be for contacting the MASH team or other 'front door' services | |
| Understand what changes there may be for contacting social workers | |
| Know which children have social workers and how to contact them | |
| Know which children are LAC/PLAC, who their Virtual School Head is and how to contact them | |
| Know which children should be in school and follow up where they do not attend (responsibility of site leader each day) | |
| Ensure that emergency numbers and alternatives are kept up to date | |
| Ensure that there are safeguarding induction processes for new staff, staff relocated to the school, and volunteers | |
| Ensure that new staff, staff relocated to the school, and volunteers understand the staff code of conduct | |
| Ensure that any volunteers have been individually risk-assessed | |
| Ensure that each vulnerable child has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for LAC children the name of the relevant Virtual School Head | |
| Ensure there is a record of which staff are onsite daily | |
| Ensure that the SCR is up to date with any relocated staff or volunteers and the checks that have been made | |
| Ensure that your safer recruitment processes are clear and adhered to, for example, be aware of anyone unknown to the school offering themselves as a volunteer | |
| Ensure that staff are aware that there may be an impact of the mental health of pupils, parents and staff or volunteers; and what support may be available | |

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| Ensure that if any online teaching is planned that this has been discussed with the trust's SIL and HR Manager. | |
| Ensure that pupils, parents and staff know how to raise any safeguarding issues that may arise during any online learning | |
| Ensure that SLT has a plan for how any bereavements may be handled, including obtaining any support services. [See charity websites, for example, Children's Bereavement Centre] | |
| If you are working in a hub arrangement have clarity over how any safeguarding concerns will be recorded and passed to the DSL of the child's school | |