

Child Protection and Safeguarding: COVID-19 addendum



Approved by:

SAFEGUARDING
GOVERNOR

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Next review due by:

Weekly in response to changing situation and DFE guidance.

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Important contacts

| ROLE | NAME | CONTACT DETAILS |
|--|-------------------------------------|--|
| Designated safeguarding lead (DSL) | Rachel Tuck | 07952321558 racheltuck@balfour.brighton-hove.sch.uk |
| Deputy DSL | Sandra Mulholland | 07817564590 sandramulholland@balfour.brighton-hove.sch.uk |
| Other contactable DSL(s) and/or deputy DSL(s): | Dawn Loader Michaela Francis | 07917330847 dawnloader@balfour.brighton-hove.sch.uk 07894906202 michaelafrancis@balfour.brighton-hove.sch.uk |

| ROLE | NAME | CONTACT DETAILS |
|--|---------------|--|
| Designated member of senior leadership team if DSL (and deputy) can't be on site | Simon Davies | 07803541706 simondavies@balfour.brighton-hove.sch.uk |
| Headteacher | Simon Davies | 07803541706 simondavies@balfour.brighton-hove.sch.uk |
| Local authority designated officer (LADO) | Darrel Clews | 01273295643 |
| Safeguarding Governor | Shelley Baker | Shelleybaker@balfour.brighton-hove.sch.uk |
| Chair of governors | Shelley Baker | Shelleybaker@balfour.brighton-hove.sch.uk |
| Front Door for Families | 01273 290400 | EducationSafeguardingFDFF@brighton-hove.gov.uk |

Version control and dissemination

This is version 1.0 of this annex. It will be reviewed by our designated safeguarding lead (DSL) or a deputy DSL on a weekly basis as circumstances continue to evolve or following updated Department for Education advice or guidance. It is available on the school website and is made available to staff.

We will ensure that on any given day all staff and volunteers in attendance will be aware of who the DSL and deputy DSLs are and how staff and volunteers can speak to them.

Current School Position

We are currently partially open for children of key workers, and vulnerable pupils, as defined by the DFE to include those who have a social worker and those with EHCP Plans. We have also identified children who are vulnerable from our knowledge and understanding of our families, and are offering bespoke care for these children, following communication with their parents and any other agencies that may be working with the family.

We have organised staff on a rota system which allows them significant time in between on-site working.

We have planned for a member of SLT (DSL and Deputy DSL) to always be onsite when the school is open. The Site Manager is also on site more frequently. Therefore, to limit the risk to them and others of COVID-19, they will have limited contact with staff and pupils.

We are not accepting other visitors or staff onsite, unless they are contractors for essential safeguarding repairs. All staff and volunteers attending on site from outside our school will complete an induction to ensure they are aware of safeguarding risks and know how to act if they have concerns.

We have risk assessments in place to ensure the safety of our community. We have individual risk assessments for pupils who may attend as a vulnerable child for respite, especially if they may present with challenging behaviours or a lack of understanding of social distancing and associated risks.

Staff are clear on how to ensure the learning space is safe in accordance with current guidelines, including regular handwashing, wiping down “touch” zones and keeping 2 meters distance.

We have produced and displayed visual reminders to illustrate safety steps.

Roles and Responsibilities

DSLs/SLT

SLT (DSL) members have an assigned team, for whom they are the main point of contact for staff during this time. They will keep in weekly contact via telephone and/or email as part of their duty of care to staff. The teams will also organise weekly virtual meetings if required

HT will share a daily bulletin highlighting key DFE and local safeguarding and other updates, including relevant action points.

All relevant communication with families to be recorded via CPOMS.

DSLs will update CPOMS indicating communication that has taken place. All SLT will be alerted to these updates.

DSLs will liaise with social workers and attend virtual meetings for families.

If required SLT will set up plans for individual vulnerable pupils and share these with social care, other agencies and relevant adults in school eg. Class teacher/key worker.

SENCO will monitor the attendance and access to learning (in school or remote) of SEND and EHCP children and provide guidance to teaching and support staff on how to engage families.

DHT will monitor the attendance and access to learning (in school or remote) of all pupils and provide guidance to teaching and support staff on how to engage families.

All staff will follow the health and safety guidelines on keeping safe.

SLT will signpost for mental health and wellbeing and team leaders will be the first point of call for concerned members of staff.

DSLs will ensure that this policy is upheld.

Class Teachers

Teachers have access to their class contact on SchoolPing and Google classroom during this time, to allow communication between families and known staff.

Class teachers/Year groups will set weekly choice tasks that will be uploaded to Google classroom. Teachers will respond and comment on work completed by the pupils in their class.

Class teachers and allocated DSL and Deputy DSLs will communicate either via email or phone with vulnerable families weekly.

Class teachers will contact DSL if they have not heard from a family or of there are any concerns that they would like followed up.

Class Teachers will respond to class emails daily.

Staff may work flexibly to complete the tasks set, as we understand there may be other commitments e.g. childcare.

All communication with families to be recorded via CPOMS

Class teachers will continue to contribute to reports for social service and other multi agency meetings.

Staff will attend weekly virtual meetings, if available, but may choose to not have the video function on.

All staff will read the bulletin daily to ensure they are aware of any changes and key updates.

Please note in school holidays SLT will monitor and respond to emails in a timely manner.

Other Staff

Staff will regularly check their emails for updates.

All staff will read the bulletin to ensure they are aware of any changes and key updates

Staff may work flexibly to complete the tasks set, as we understand there may be other commitments e.g. childcare.

The Learning Mentor will keep in weekly contact with key children and their families, and feedback to the DSL as required.

All communication with families to be recorded via CPOMS-

Teaching staff will attend weekly virtual meetings, but may choose to not have the video function on.

Governors

Governors will include the following items on their agenda for their meetings during this time, to ensure the provision for vulnerable children is monitored.

They will follow their agreed guidelines to monitor the following:

1. Safeguarding
2. Health and Safety

3. Headteacher and Staff Wellbeing

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19 and reflects updated advice from our 3 local safeguarding partners and Brighton and Hove local authority.

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

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, both for children still attending school and those at home.

Teachers are expected to call or email vulnerable families whose children are not attending weekly from a blocked number. They then record their communication via CPOMS. SLT (DSLs) also contact families weekly, so they receive two check-ins.

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, and we have included this in our rota planning. Details of all-important contacts are listed in the 'Important contacts' section at the start of this addendum.

If our DSL (or deputy) can't be in school, they can be contacted remotely by emailing the contact details provided on page 1, or in case of an immediate Child Protection concern can be contacted on their mobile numbers.

We will keep all school staff and volunteers informed when they arrive as to who will be the DSL (or deputy) on any given day, and how to contact them.

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

On occasions where there is no DSL or deputy on site, the SLT on site will take responsibility for co-ordinating safeguarding.

The SLT on site 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
- Update the Education Safeguarding officer following Welfare checks
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments
- Record all communications via CPOMS.

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

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

The exception to this is where any child we expect to attend school during the closure doesn't attend or stops attending. In these cases, we will:

- Follow up on their absence with their parents or carers and record communication via CPOMS.
- Notify their social worker, 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.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. This will form part of the regular communications.

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 – about both children attending school and those at home.

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 – whether those concerns are about staff/volunteers working on site or remotely.

Should this involve the headteacher, then the Co-Chairs of governors should be informed, details on page 3. 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 the option to offer 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. We will have identified these children through our in depth knowledge of our families

If these children will not be attending school, we will put a contact plan in place, as explained in section 10 below.

10. 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 must self-isolate

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, email, SchoolPing or a combination of all approaches.
- › What work will be in place to support the child's learning
- › Any access to financial/food support.

If we can't make contact, we will inform the child's social worker, and if they do not have a social worker, we will refer to Front Door for Families.

11. 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 line with the procedures set out in section 3 above.

For children at home, they 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 any class check-ins or calls

Children are likely to be spending more time online during this period – see section 12 below for our approach to online safety both in and outside school.

See section 13 below for information on how we will support pupils' mental health.

12. Online safety

12.1 In school

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

If advice is required, then Schools ICT can be contacted on 01273 293663 or email "[School ICTSTS@brighton-hove.gov.uk](mailto:SchoolICTSTS@brighton-hove.gov.uk)

12.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff code of conduct and ICT acceptable use.

Personal numbers must NOT be shared with families, and calls need to be blocked.

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.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support as necessary

13.3 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

We will provide updates and guidance via SchoolPing and the website.

13. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils.

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.

We will also signpost staff towards support for mental health and SLT will remain in regular contact via phone and/or email to check in on those staff members who are not attending school.

SLT (DSL) member has an assigned team, for whom they are the main point of contact for staff during this time.

14. Staff recruitment, training and induction

14.1 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.

14.2 Staff 'on loan' from other schools

We do not plan to have staff from other schools working on site, but should there be exceptional circumstances necessitating this, 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.

14.3 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

14.4 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

15. Children attending other settings

We do not plan to use a "hub" system, but in should this become necessary, 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

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

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

16. 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 every 3 weeks by the DSL and Deputy DSLs. At every review, it will be approved by the full governing board.

17. Links with other policies

This policy links to the following policies and procedures:

- Child protection Policy
- Staff Code of Conduct
- IT Acceptable Use Policy
- Health and Safety policy
- Online Safety Policy
- Whistle Blowing Policy