

UPDATED APPENDIX 5 – KEY COVID-19 RELATED CHANGES TO CHILD PROTECTION AND SAFEGUARDING POLICY

All staff to be sent the updated policy by email, staff must then email their line manager to confirm they have read the policy and understand the policy and their role and responsibilities.



**UNITED LEARNING TRUST
Worsbrough Bank End Primary
1st June 2020**

**CHILD PROTECTION AND SAFEGUARDING
POLICY UPDATED (APPENDIX 5)**

CONTEXT OF THIS APPENDIX

Schools and colleges will have an effective child protection policy in place reflecting business as usual. The initial Appendix 5 outlined changes to arrangements as a response to Covid-19. The planned return of more children to school is an appropriate time to review/update this Appendix.

The policy continues to have regard to all local and national guidance, advice, procedures and practice as set out in the main body of this policy. It also has regard for relevant Department for Education guidance provided in response to COVID-19.

- **Coronavirus (COVID-19): safeguarding in schools, colleges and other providers**
- **Coronavirus (COVID-19): guidance on vulnerable children and young people**

KEY AREAS

- Vulnerable children
- Local Safeguarding Arrangements
- Attendance monitoring
- Designated Safeguarding Lead – Interim Arrangements
- Reporting a concern
- Safeguarding Training and induction
- Safer recruitment/volunteers and movement of staff
- Online safety in schools and colleges
- Children and online safety away from school and college
- Peer on Peer Abuse
- Mental Health
- Children moving schools
- Support from United Learning

VULNERABLE CHILDREN

Vulnerable children for the purposes of continued attendance during the coronavirus outbreak are those across all year groups who:

- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan and it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion

Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and virtual school heads will continue to work with vulnerable children in this difficult period. The school staff (supported by the DSL or deputy) will continue to work with and support children's social workers, virtual school heads and any other relevant safeguarding and welfare partners to help protect vulnerable children.

To ensure safeguarding and welfare information held on all children (including returning children) remains accurate. The schools will ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of before a child returns.

LOCAL SAFEGUARDING ARRANGEMENTS

The Barnsley Schools Alliance is concerned that in the current circumstances we do all we can collectively to protect our most vulnerable children and young people, as safeguarding is everyone's responsibility. This guidance is therefore issued to all education providers including colleges and early years settings in Barnsley to ensure

that children and young people are kept as safe and well as possible during this very difficult period.

ATTENDANCE

Vulnerable children attendance is expected, where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan), so that they can gain the educational and wellbeing benefits of attending. Vulnerable children – regardless of year group – that have not been attending in the recent period are expected to return to nursery, early years, school or college provision where this would now be appropriate for them to do so.

Attendance expectations across the different groups of vulnerable children is as follows:

- for vulnerable children who have a social worker, attendance is expected unless the child/household is shielding or clinically vulnerable.
- for vulnerable children who have an education health and care (EHC) plan, attendance is expected where it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment
- for vulnerable children who are deemed otherwise vulnerable, at the school, college or local authority discretion, attendance is expected unless the child/household is shielding or clinically vulnerable.

The School will continue to notify social workers where children with a social worker do not attend. They will also continue to follow up with any parent or carer whose child has been expected to attend and doesn't. To support the above, the school will take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

Parents and carers will not be penalised if their child does not attend educational provision.

The Schools will resume taking their attendance register from 1 June and continue to complete the online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending.

DESIGNATED SAFEGUARDING LEAD – INTERIM ARRANGEMENTS

As more children return, it is expected that schools and colleges will have a trained DSL (or deputy) available on site. However, it is recognised that in exceptional circumstances this may not always be possible, and where this is the case, the school will have the following interim arrangements in place:

For the partial reopening, the DSL or DDSL will be onsite. Should there be a time when this is not possible through illness, the DSL or DDSL will be available through phone or video link for the duration of the school's opening hours and in response to any concern being raised from families off site.

The DSL is responsible for the day to day running of the provision, names of DSLs and contact details. A clear list of staff in each bubble is available in all offices and shared with all staff by OneDrive. A member of the SLT is always on duty in the school premises.

It is acknowledged by the Department for Education that DSL training is very unlikely to take place during this period. 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.

If/when a trained DSL or deputy is not on site, in addition to the above arrangements, a member of the senior leadership will take responsibility for coordinating safeguarding on site. This might include updating and managing access to child protection files, 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.

All school staff will be provided with a copy of the school's interim arrangements, that will include: DSL rota, names of DSLs and contact details.

At Worsbrough Bank End Primary School there is a Safeguarding Team made up of:
Michelle Kelly-DSL
Donna Waddington - DDSL
Sadie Howard-DDSL

This team is supplemented by the EWO service who are making daily phone calls and alerting services should the school's DSL or their own Team Leader, believe a child to be at risk.

The DSL (or deputy) will provide support to teachers and pastoral staff to ensure that contact is maintained with children (and their families) who are not yet returning to school or college. Where possible staff should try and speak directly to children to help identify any concerns. Staff should be encouraged (where possible) to make calls from the school or college site via school or college phones and devices. Where staff use personal phones to make calls, they should withhold their personal number. This practice should be consistent with guidance that has been provided by UL.

It is acknowledged by the Department for Education that DSL training is very unlikely to take place during this period. 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.

DSLs (and deputies) should continue to do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups (E.g. DSL update emails and DSL surgeries from UL).

Where resources allow DSLs (and deputies) will have more time to support staff and children regarding new concerns (and referrals as appropriate) as more children return.

REPORTING A CONCERN

Where staff have a concern about a child, they should continue to follow the process outlined in the school's Child Protection and Safeguarding Policy, provided they can do this remotely (if required).

If a member of staff is working remotely and cannot report a concern, they should email the Designated Safeguarding Lead via their school email and if unable to do this contact the DSL via phone. This will ensure that the concern is received.

Any concern should be reported immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the headteacher or executive 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 (from school email) to the headteacher. If the Head Teacher or Executive Head Teacher is the subject of the allegation the Head must not be informed of the allegation prior to contact with Chair of the LGB, Head of Safeguarding and designated officer.

Contact the headteacher or Executive Head immediately. If a parent is concerned about the HT/EHT they must contact the CoG. Janine Astley Janine.astley@barnsley-academy.org

SAFEGUARDING TRAINING AND INDUCTION

All existing school staff will already have had safeguarding training and have read part 1 of KCSIE. The important thing for these staff will be awareness of 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 the school or college, they will be provided with a safeguarding induction. An up to date child protection policy will support this process as will part 1 of KCSIE.

The existing school workforce may move between schools and colleges on a temporary basis in response to COVID-19. The receiving school will judge, on a case-by-case basis, the level of safeguarding induction required. In most cases, the existing workforce will already have received appropriate safeguarding training and all they will require is a copy of the school's child protection and safeguarding policy, confirmation of local processes and confirmation of DSL arrangements.

SAFER RECRUITMENT/VOLUNTEER AND MOVEMENT OF STAFF

An addendum has been added to the UL the 'Safeguarding Children HR Procedural Guidance' and should be referred to.

Link: <https://hub.unitedlearning.org.uk/school-support/hr/School%20Policies/United%20Learning%20Safeguarding%20Children%20-%20HR%20Procedural%20Guidance.docx>

ONLINE SAFETY IN SCHOOLS AND COLLEGES

The school will continue to provide a safe environment, including online. The school will ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the school IT systems or recommended resources.

CHILDREN AND ONLINE SAFETY AWAY FROM SCHOOL

It is important that all staff who have contact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be reported consistent with the Child Protection and Safeguarding Policy.

Remote/online teaching should follow the same principles as set out in the school's code of conduct.

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

Please note.

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, and the background should contain no personal information.
- Some live classes may 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.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use agreed platforms.
- Staff should record, the length, time, date and attendance of any sessions held.

The School will be in regular contact with parents and carers and will use these opportunities to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school or college online offer with support from online companies and in some cases individual tutors. The school will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

SUPPORT FOR CHILDREN NOT IN SCHOOL

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 that has been made.

The school 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. Staff need to be aware of this in setting expectations of pupils' work where they are at home.

Support for pupils and students in the current circumstances can include existing provision in the school e.g. counselling services (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services.

PEER ON PEER ABUSE

Where the 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 the Child Protection Policy and Safeguarding Policy.

MENTAL HEALTH

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Where they have children of critical workers and vulnerable children on site, and/or more children returning to school, the school will ensure appropriate support is in place for them.

CHILDREN MOVING SCHOOLS

It will be important for any school or college whose children are attending another setting to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information. This will be especially important where children are vulnerable. For looked-after children, any change in school should be led and managed by the VSH with responsibility for the child. The receiving institution should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum the receiving institution should, as appropriate, have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs coordinators/named individual with oversight of SEN provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders should take responsibility.

SUPPORT FROM UNITED LEARNING

United Learning Central Office will provide support and guidance as appropriate via the Safeguarding Lead to enable the DSL to carry out their role effectively.

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