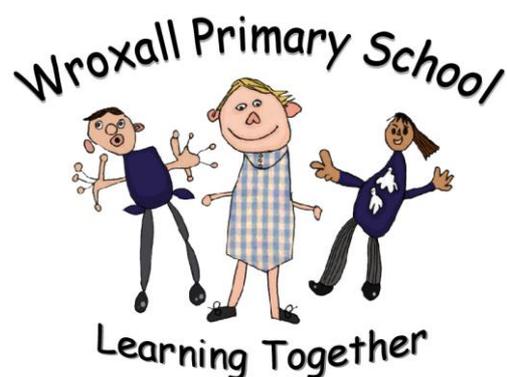


# Child protection and safeguarding: COVID-19 addendum

Wroxall Primary School



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<b>Approved by:</b>	Richard May on behalf of FGB	<b>Date:</b> 2/4/2020
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## Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL) and Headteacher	Lynn Torrance	01983 852290 office@wroxallprimary.co.uk
Deputy DSLs	Krissy Avey Bradley Price Daisy Buckingham	01983 852290 office@wroxallprimary.co.uk
Local authority designated officer (LADO)	Amanda Sheen	01983 823723
Chair of governors	Richard May	r.may@wroxallprimary.co.uk
Emergency contact if a child is at significant risk of harm.	Children's Services (Hants Direct)	0300 300 0117. Or 999

## 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 [4 LSCB] and local authority (LA) [Isle of Wight].

It sets out changes to our normal safeguarding and child protection policy in light of the Department for Education's guidance from 5.1.21 that due to a National lockdown, primary schools should remain closed except for vulnerable children and children of critical workers. School closure may also occur at a local or national level at any time due to a spike in infection levels within the community. The Department of Education will be involved in decisions at a local and national level involving partial or full school closure.

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:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people 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
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
  - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
  - adopted children or children on a special guardianship order
  - those at risk of becoming NEET ('not in employment, education or training')
  - those living in temporary accommodation
  - those who are young carers
  - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
  - care leavers
  - others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health

## 2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, Keeping Children Safe in Education 2020

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 will 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.

CPOM remains the mechanism used in school for reporting all safeguarding concerns.

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 frequently, wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum. The requirement is to have a DSL contactable which is ALWAYS the case.

If our DSL (or deputy) cannot be in school, they can still be contacted by telephoning or emailing the school office which remains open during school hours.

We will keep all school staff and volunteers informed via the weekly agenda who will be the DSL (or deputy) on any given day.

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

On any rare occasion where there is no DSL or deputy on site, the headteacher will take responsibility for co-ordinating safeguarding remotely and can still be contacted via the school office.

The headteacher will still ensure that she can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

#### **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

The following guidance is currently in place:

#### **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, by making phone calls with them, using a variety of numbers to call from,
- 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. Class teachers ensure that regular contact is made with children in their classes. This will include: daily check-in sessions, feedback for work submitted and additional phone calls. Children who are not engaging with remote learning will be prioritized for additional phone calls by class teachers to check on welfare and provide additional support. If families are not contactable another phone contact will be used. Any concerns will be followed up in line with usual safeguarding protocols.

## 7. Peer-on-peer abuse

We will continue to follow the principles set out in Keeping Children Safe in Education 2020 when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately.

Reinforce with children through teaching platforms about online safety. Teaching linked to online safety is an integral part of our Relationships, Health and Sex Education curriculum and should also be revisited by teachers as part of their daily online check-ins with students.

## 8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in Keeping Children Safe in Education 2020.

Staff should continue to act on any concerns they have immediately. Concerns relating to staff members will also be discussed with the LADO as appropriate.

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).

## 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 deem to be vulnerable as a school. We will work with parents/carers to do this. These children are, for example, children who have previously had a social worker, or who haven't met the threshold for a referral but where staff have raised concerns. Those who have school or therapy intervention or who are on the school's 'radar' for needing additional support.

If these children will not be attending school. Regular contact will be made by both the class teacher and the Family Liaison Officer.

## 10. Safeguarding for children not attending school

### 10.1 Contact plans

The Family Liaison Officer has contact plans in place for children deemed to be vulnerable according to the government list or internally identified by the school 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 have to self-isolate

These plans set out:

- How often the school will make contact
- Which staff member(s) will make contact
- How they will make contact
- DSL and DDSL have these documents open and accessible at all times. All calls are recorded immediately after being made, and a record kept on CPOMS. DLS and DDSLs are alerted via CPOMS.
- The FLO remains in regular contact with social workers for identified children.
- If we can't make contact with parents /carers and we feel this is extremely important, we will be contacting children's social care or the police.

### 10.2 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 particular, children are likely to be spending more time online (see section 11 below).

## **11. Online safety**

### **11.1 In school**

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

IT issues are also dealt with through the IT operator – Wightsupport,

If IT staff are unavailable, our contingency plan is IT support, from another school (Gatten and Lake) or the LA.

The need to remain vigilant to online safety is highlighted within our remote learning policy which has been shared widely with parents and carers.

The school uses social media and newsletters to reiterate information and messages with regard to staying safe online with parents and carers

### **11.2 Outside school**

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct policy and the school's Remote Learning policy.

Teachers will access technology daily to set online home-school learning tasks through the online platforms of SeeSaw. SeeSaw has a messaging function that does not give away personal information and is accessed only through a staff, parent or child login. Messages will remain professional at all times. Any concerns through this messaging system will be reported immediately to the Headteacher and appropriate DSL/DDSL channels.

When staff record videos to share with children or engage with live teaching, these must be carried out in line with the school's Remote Learning policy. This guidance seeks to protect children, the staff member and their family.

In no cases, should inappropriate information, be shared through this platform and safeguarding should be at the forefront of everyone's mind.

An appropriate use of video, may be to read a chapter of a book, model using apparatus how to solve a maths problem, etc. with minimal background distraction.

Maintaining professionalism at all times is essential. Inappropriate use of recorded or live videos may include; using inappropriate language, dressing inappropriately, providing highly personal about family or addresses or including inappropriate imagery within videos. Further details are contained within the school's remote learning policy.

When carrying out welfare/check-in phone calls, these should be carried out using the school telephone, the school mobile or by blocking caller ID prior to the call.

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 too.

### **11.3 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

## 12. Mental health

The School Family Liaison Officer is in regular contact with families needing additional support. We will continue to signpost children towards support when difficulties are highlighted and through our newsletter and social media posts..

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.

## 13. Staff recruitment, training and induction

### 13.1 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.

### 13.2 Staff 'on loan' from other schools

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. The school business manager, Ingrid Buckingham, will be responsible for these checks or risk assessments, which will be signed off by the Headteacher, Lynn Torrance

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

### 13.3 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 safeguarding and 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 safeguarding and child protection policies and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

### 13.4 Keeping records of who's on site

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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 electronic school sign in system to log:

- Everyone working or volunteering in our school each day, including staff 'on loan'

The SBM will keep an updated log of any staff 'on loan' to detail risk assessments in addition to the update of the Single Central Record.

- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

## **14. Children attending other settings**

Where children are temporarily required to attend another setting, or dual registration is in operation, 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.

## **15. Monitoring arrangements**

This policy will be reviewed as guidance from the local safeguarding partners, the LA or DfE is updated.

## **16. Links with other policies**

This policy links to the following policies and procedures:

- Child protection and Safeguarding policies
- Staff Code of conduct and school handbook
- Remote Learning Policy
- Health and safety policy
- Online safety policy
- Peer on Peer abuse policy
- Whistleblowing policy
- Anti-bullying policy