

SAFEGUARDING POLICY: COVID-19 ADDENDUM

School: Hugglescote Community Primary School

Approved by: Rachel Wharrad

Date: 12th January 2021

Interim Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead on site (DSL)	Paul Driver	
Deputy DSL's on site	Nicky Walker Donna Kirby	
Other contactable (shared) DSL(s) and/or deputy DSL(s): DSL at Warren Hills Primary School	Helen Burns	
Designated member of senior leadership team on site if DSL (and deputy) absent	Alison Burton Michelle Stretton Richard Ward	
Headteacher	Paul Driver	
Local authority designated officer (LADO) - Leicestershire		Allegations Line: 0116 305 4141 Email: CFS-LADO@leics.gov.uk
Individual Leicestershire LADO Contact Information:	Kim Taylor Lovona Brown	0116 305 5641 Kim.Taylor2@leics.gov.uk 0116 305 8161 Lovona.Brown@leics.gov.uk

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1 Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our local safeguarding partners:

- West Leicestershire Clinical Commissioning Group
- East Leicestershire and Rutland Clinical Commissioning Group
- Leicester City Clinical Commissioning Group

And local authority (LA):

- Leicestershire County Council

And:

- Leicestershire Police

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

In addition, this Addendum will cover children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about (see 9. Below).

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.

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.

What changes have been made to reporting

Where the usual arrangements for reporting to the DSL cannot be followed, for example DSL's are absent; the concern will be reported to the shared DSL (Warren Hills) or to the member of the Senior Leadership Team (SLT) listed in the "Interim Important Contacts" section at the start of this addendum.

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all-important contacts are listed in the 'Interim Important Contacts'.

Where a concern needs to be raised the first contact will be either the DSL or Deputy.

If our DSL (or deputy) can't be in school, they can be contacted remotely on the number provided.

If our DSL (or deputy) is unavailable, we have a shared DSL with **Warren Hills Primary School**. Their DSL can be contacted on the number provided.

On any occasions where there is no DSL or deputy on site, the member of the SLT who is on site will take responsibility for co-ordinating safeguarding (see details in the Interim Important Contact sheet). They 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

- Liaise with children’s social workers where they need access to children in need and/or to carry out statutory assessments.

We will keep all school staff and volunteers informed by email as to who will be the DSL (or deputy) on any given day. If the contact details change we will re-issue the Interim Important Contact sheet.

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

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 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

Julia Patrick (CEO Apollo Trust) is the lead for our local cluster. Julia attends meetings with the local authority and shares the information with schools. We had been sharing our attendance on a daily basis but she has informed us that this is no longer required.

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.

We will complete the daily attendance log for the DfE.

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 following the best practice Safe and Well checks in Part A;
- 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.

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.

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.

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

10. Safe and Well Checks

We have Safe and Well Checks for children who meet the DfE's definition of 'vulnerable children' 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 has been risk assessed and RAG (red, amber, green) rated; the rating will determine:

- How often the school will make contact
- 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, doorstep visits, or a combination of both

The basis for our Safe and Well can be found in Part A.

We have agreed these plans with children's social care where relevant and will review them as appropriate when guidance is provided/changed.

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 video 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 IT staff are unavailable, we will act in accordance with our contingency plan seeking IT support from the LA [or] multi-academy trust.

12.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct and IT acceptable use policy and social media policy.

We will ensure appropriate safeguarding practices in our approach to remote learning by following the guidance and recommendations made by the DfE and LA.

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.

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 of the safeguarding risks posed if they chose to supplement the remote teaching and resources our school provides by engaging online companies or tutors.

13. Mental health

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

The following practices will continue:

Contact with Miss Galdes on a weekly or fortnightly basis

Signposting to other professional agencies or charities for support

Support for all families via email, messages or telephone conversations.

Offering places in school.

The following practices cannot continue:

Face to face meetings and counselling sessions.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time by providing the links to the following on the school website:

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.

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 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. This will be undertaken by our DSL or Deputy DSL.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information and will again be undertaken by our DSL or Deputy DSL.

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

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 local safeguarding partners, the LA or DfE is updated, and as a minimum every four weeks by the DSL. 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 behaviour policy/code of conduct

IT acceptable use policy/social media policy

Health and safety policy

Online safety policy

PART A

Safe and Well Checks best practice guidance

RAG rating:

Red: *Families with named social worker, families recently referred to social care, families working with Early Help and families recently stepped down from social care / Early Help*

Contact: Phone call

By whom Paul Driver or Nicky Walker (welfare) Class teacher (learning)

How often two calls per week Safeguarding and class teacher

Amber: *Children with an EHCP, disadvantaged pupils and families identified as vulnerable*

Contact: Phone call

By whom Paul Driver or Nicky Walker (welfare) Class teacher (learning)

How often two calls per week Safeguarding and class teacher

Green: *All other children*

Contact: Phone call or message on Weduc

By whom class teacher

How often weekly on Weduc, phone call once every three weeks.