

Child protection and safeguarding: COVID-19 addendum

Priory Primary School



Approved by: [Name]

Date: [Date]

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Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Juliet Fraser	jfraser@poryprimary.co.uk 07875 243497
Deputy DSL	Paula Wakeling	pwakeling@poryprimary.co.uk
Designated member of senior leadership team if DSL (and deputy) can't be on site	Natasha Wilde	nwilde@poryprimary.co.uk 01234 261768
Headteacher	Juliet Fraser	
Local authority designated officer (LADO)		lado@bedford.gov.uk 01234 276693
Chair of governors	Trevor Moisey	t.moisey@ntlworld.com 01234 262505

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, Bedford Borough Council, Bedfordshire Clinical Commissioning Group and Bedfordshire Police, working together as Bedford Borough Safeguarding Children Board.

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.

If a member of staff is working from home and does not have access to reporting forms, they should record their concerns in an email sent to both DSLs, **Juliet Fraser** and **Paula Wakeling**.

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. 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.

We will keep all school staff and volunteers informed by email or via Google Classroom 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, a senior leader will take responsibility for co-ordinating safeguarding. This will be **Natasha Wilde**. You can contact them by: email or on the school phone number.

The senior leader 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
- Undertake any other emergency actions required until a DSL can be present on site

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:

<https://www.bedford.gov.uk/social-care-health-and-community/children-young-people/safeguarding-children-board/>

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 calling contact numbers, or if no response, calling at the home address, following safe distancing and hygiene guidelines
- 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.

Staff are able to monitor the interactions of pupils on our own Google Classroom chat sites, and parents have received additional guidance and advice about monitoring their child's use of public platforms.

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. Taking particular note of families for who have recently been removed from social care support, or for whom we were monitoring situations that were close to threshold for support.

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 have to self-isolate

Each child has a dedicated member of SLT nominated to maintain contact, and an agreed plan which sets out:

- How often the school will make contact – this will be at least once a week
- How staff will make contact – this will be over the phone, doorstep visits, or a combination of both
- Which other staff member(s) can support – for example, with translation or in case of staff illness

SLT will report and share the outcomes of these conversation on a weekly basis. If we can't make contact, we will assess the level of risk and concern, and make a referral via the Integrated Front Door if necessary.

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, our contingency plan is to seek support from professionals with the Leap Trust (Livingstone Primary and Edith Cavell Primary).

12.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing E Safety and Acceptable Use Policy.

Staff are reminded of the importance of appropriate communications and relationships with pupils and their families (as set out in the Staff Code of Conduct) whilst providing activities and feedback remotely. In most circumstances, staff should only communicate via Seesaw or Google Classroom. If there is a requirement to contact families by phone or direct email, this must be discussed and assessed by a DSL first.

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 – including the additional risk posed by a rapid increase in time spent on line from fraudsters and predators
- › 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

Parents have been directed to the e-Safety section of the school website for guidelines and helplines.

13. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. **Natasha Wilde** is the Mental Health & Well Being lead. She has prepared a range of clear, simple guidelines and advice, and the school website will provide a platform for posting high quality, age appropriate information and support for pupils and parents. 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.

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.

Whilst we do not anticipate the need to use volunteer staff during the school closure, we will continue to do our usual checks on new volunteers should the need arise. We will 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

Should the need arise, 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. These Risk Assessments will be done by the Headteacher.

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 daily attendance 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 3 local safeguarding partners, the LA or DfE is updated, and as a minimum every four weeks by **Juliet Fraser** (Headteacher / 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 Code of Conduct
- E Safety and Acceptable Use policy
- Health and Safety Policy
- Whistle Blowing