# Child protection and safeguarding: COVID-19 addendum

Holy Trinity CE Primary Academy

# Contents

## Important contacts

| ROLE | NAME | CONTACT DETAILS |
|---|---|---|
| Designated safeguarding lead (DSL) | Paula Burns | p.burns@htcepa.bham.sch.uk |
| Deputy DSL | Jo Shioleftou<br>Kae Edwards<br>Maria Tabone<br>Dan Jamieson | j.shioleftou@htcepa.bham.sch.uk<br>k.edwards@htcepa.bham.sch.uk<br>m.tabone@htcepa.bham.sch.uk<br>D.jamieson@htcepa.bham.sch.uk |
| Headteacher | Paula Burns | p.burns@htcepa,bham.sch.uk |
| Local authority designated officer (LADO) | | |

## 1.0 Scope and definitions

1.1 This addendum applies from the start of spring term 2021. It reflects updated advice from our 3 local safeguarding partners from Birmingham, Solihull and Warwickshire and the government.

1.2 It sets out changes to our normal child protection policy in light of coronavirus, and should be read in conjunction with that policy. Unless covered here, our normal child protection policy continues to apply.

1.3 This addendum is subject to change, in response to any new or updated guidance the government may publish. We will keep it under review as set out in section 15 below.

1.4 In this addendum, where we refer to measures to protect pupils who are at home, this means those who are learning at home for reasons to do with coronavirus – for example, due to clinical and/or public health advice, such as if there is a national or local lockdown or if they need to self-isolate.

1.5 In this addendum, where we refer to vulnerable children, this means those who:
- Are assessed as being in need under section 17 of the Children Act 1989, including children:
  - With a child protection plan
  - With a child in need plan
  - Looked after by the local authority
- Have an education, health and care (EHC) plan
- Have been assessed as otherwise vulnerable by educational providers or LAs

- Young carers
- Those who may have difficulty engaging with remote education at home (for example due to lack of devices or quiet space to study)
- Others considered vulnerable by the school and/or LA including pupils who need to attend to receive support or manage risks to their mental health

1.6 Eligiblity for free school meals in and of itself is not a determining factor in assessing vulnerability. Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

1.7 The school will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Paula Burns

1.8 There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and school will explore the reasons for this directly with the parent.

1.9 Where parents are concerned about the risk of the child contracting COVID19,

remote learning, regular checks will be made by a DSL to ensure this is in place and happening as expected.

## 2.0    Core safeguarding principles

2.1    We will follow the statutory safeguarding guidance, [Keeping Children Safe in Education](). We will always have regard for 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

## 3.0    Reporting concerns

3.1    All staff and volunteers must continue to act on any concerns they have about a child immediately and without delay. It is still vitally important to do this, both for children at school and those at home.

3.2    Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report

system, and alert the Headteacher and DSL using the contacts outlined in the school safeguarding policy. If a response is not received, you must continue to exhaust all contacts in the key contact section of the school child protection policy.

3.4    In the unlikely event that a member of staff cannot access their CPOMS or other safeguarding online system, or through the school's 'paper' system, from home, they should email the Designated Safeguarding Lead, Headteacher and the Trust Head of School Support (m.fullwood@bdmatschools.com). This will ensure that the concern is received.

3.5    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.

## 4.0    DSL (and deputy) arrangements

4.1    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.

4.2    If our DSL (or deputy) can't be in school, they can be contacted remotely by: please see the email addresses above.

## 5.0    Working with other agencies

5.1    We will continue to work with children's social care with virtual school heads for

- 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

## 6.0    Monitoring attendance

6.1    We will resume taking our attendance register. We will also follow [guidance](#) from the Department for Education on how to record attendance and what data to submit.

6.2    All pupils of compulsory school age will be expected to attend school (ore remotely during lockdown) unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is unable to attend because of clinical and/or public health advice, is absent for a necessary religious observance).

6.3    Where any child we expect to attend school doesn't attend (or accessing learning remotely), or stops attending, we will:
- Follow up on their absence with their parents or carers,
- Notify their social worker, where they have one

6.4    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.

7.2 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.

7.3 Staff should continue to act on any concerns they have immediately – about both children attending school and those at home as outlined in section 3

7.4 The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

## 8.0 Concerns about a staff member or volunteer

8.1 We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

8.2 Staff should continue to act on any concerns they have immediately – whether those concerns are about staff//supply teachers/volunteers working on site or remotely.

8.3 Staff are to continue to use the allegations against staff procedures already in place in school.

8.4 The BDMAT Head of School Support will continue to offer support in the process of managing allegations.

8.5 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).

## 9.0    Contact plans

9.1    We have contact plans for children with a social worker, and other children who we have safeguarding concerns about, for circumstances where the child is at home.

- 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 a DSL

- How staff will make contact – this will be over the phone, doorstep visits, or a combination of both

9.2    We have agreed these plans with children's social care where relevant, and will review them at February half term.

9.3    If we can't make contact, we will contact the named social worker.

## 10.0   Safeguarding all children

10.1   Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

10.2   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

b. The school will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

c. The school will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

d. The school will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS. or other safeguarding online system, or through the school's 'paper' system

e. Where the school has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the trust.

f. The DSL (or deputy) will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before children return.

g. They will also liaise with the school nurse(s) to gather relevant information about any support provided by school nursing services while children have not been in school.

h. The DSL (or deputy) will begin continuous support to present staff and children

### 10.2 Children at home

a. The school is committed to ensuring the safety and wellbeing of all its Children and Young people.

b. 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.

c. Details of this plan must be recorded on CPOMS, or other safeguarding online system, or through the school's 'paper' system, as should a record of contact have made.

d. The communication plans can include remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

e. The DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

f. This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.

g. The school will share safeguarding messages on its website and social media pages.

j. The school will maintain contact with children who are at home. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary, they will use personal phones but they will withhold their personal number.

Staff and volunteers 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

## 11.0 Online safety

The school will continue to provide a safe environment, including online. The school will follow remote learning protocols distributed by Birmingham Diocesan Multi Academy Trust (BDMAT) and staff and pupils will continue to adhere to the BDMAT Acceptable Use of ICT policy and school Staff Code of Conduct.

## 11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school. Where students are using computers in school, appropriate supervision will be in place. IT support will be accessed via Birmingham Diocesan Multi Academy Trust (BDMAT) or those schools which subscribe to this service, other BDMAT schools should contact their own provider.

b. Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately and without delay, following our reporting procedures as set out in section 3 of this addendum.

c. 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.

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

e. Remote education will include 'recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently'. Live direct teaching time will also be recorded to enable pupils who have missed the lesson to "catch up" and to enable senor leaders to assess the quality of the session.

f. The Headteacher in conjunction with the Chief School Effectiveness Officer will oversee the assessment of the quality and delivery of the remote learning sessions.

### 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

## 12.0 Mental health

Staff will make weekly phone calls to all pupils. Staff will initially support any pupils or parents with any anxieties linked to remote learning. Staff will refer to Pastoral Manager if there are any concerns with mental health of both pupils or parents. Pastoral Manager will liaise with external agencies to support families where needed. Staff have access to mental health support through Health Assured.

## 12.1 Children in school

Staff and volunteers will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed. Staff will refer any pupils who are causing concern to a DSL. DSLs will liaise with different agencies as required.

## 12.2 Children at home

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

b.  We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

d. Staff and volunteers will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures as set out in section 3 of this addendum

## 13.0    Staff recruitment

### 13.1    Recruiting new staff and volunteers

a. We continue to recognise the importance of robust safer recruitment procedures, so that staff and volunteers who work in our school are safe to work with children.

b. We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

c. If staff are deployed from another education or children's workforce setting to our school, we will consider the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that: -

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

d. When carrying out DBS checks and right to work checks, we will follow the latest guidance from the DBS, Home Office and Immigration Enforcement as

should have an enhanced DBS check, in accordance with paragraphs 183-188 of Keeping Children Safe in Education.

f.  Under no circumstances will a volunteer who has not been checked be left unsupervised (including online) or allowed to work in regulated activity.
    BDMAT will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

g.  BDMAT will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

h.  Whilst acknowledging the challenge of the pandemic, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school and that appropriate checks have been carried out, especially for anyone engaging in regulated activity (including online learning and support).

i.  As such, the school will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

## 14.0  Safeguarding induction and training

14.1  All existing staff have had safeguarding training and have read part 1 of the Keeping Children Safe in Education 2020.

14.3    New staff and volunteers will continue to receive a safeguarding induction in line with the expectations of Keeping Children Safe in Education.

14.4    If staff are deployed from another education or children's workforce setting to our school, we will consider the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that: -

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

14.5    For movement within the Trust, schools should seek assurance from the Multi-Academy Trust (MAT) HR Officer or Head of School Support that the member of staff has received appropriate safeguarding training.

14.6    Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

## 15.0    Monitoring arrangements

15.1    This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or Department for Education is updated, and as a minimum every 4 weeks by the Head of School Support.

- Staff code of conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy
- Whistleblowing policy
- Remote learning protocols
- Anti-bullying policy