



2020

# ECM Safeguarding and Child Protection Policy COVID19 Appendix

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Every Child Matters Academy Trust

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## **Context**

From 20<sup>th</sup> March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend, those who have an EHCP that cannot be cared for safely at home\* and those that are vulnerable especially those who are child in need or at child protection.

This addendum of the Every Child Matters Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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## Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Jen Hunt	01226 743815	<a href="mailto:j.hunt@ecmtrust.co.uk">j.hunt@ecmtrust.co.uk</a>
Deputy Designated Safeguarding Lead	Lynda Smith Rachel Parker Lindsey Waugh	01226 743815	<a href="mailto:l.smith@ecmtrust.co.uk">l.smith@ecmtrust.co.uk</a> <a href="mailto:r.parker@ecmtrust.co.uk">r.parker@ecmtrust.co.uk</a> <a href="mailto:l.waugh@ecmtrust.co.uk">l.waugh@ecmtrust.co.uk</a>
Headteacher	Jen Hunt	01226 743815	<a href="mailto:j.hunt@ecmtrust.co.uk">j.hunt@ecmtrust.co.uk</a>
Safeguarding Governors	Michelle Jones		

## Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the 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.

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 the School Designated Leads for Looked After Children.

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 risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the school will refer this to the social worker and together will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, the School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

The School will encourage our vulnerable children and young people to attend a school, including remotely if needed.

### **Attendance monitoring**

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

The school will complete and upload the requested attendance data to the DFE portal, Local Authority via Perspective Lite and to the Trust daily.

The School and social workers will agree with parents/carers whether children in need should be attending school – the School will then follow up on any pupil that they were expecting to attend, who does not. The School will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, the School will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the School will notify their social worker. Face to face meetings, adhering to social distancing guidance, will be made with families to see the child/ren at least once per week and telephone contact 2 times per week where possible. For those pupils who are vulnerable but do not have social care involvement wellbeing telephone calls will be made twice a week to offer necessary support. (appendix 1 states exact protocol)

### **Designated Safeguarding Lead**

Hoyland Springwood Primary School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Jen Hunt (Headteacher)

The Deputy Designated Safeguarding Leaders are: Lynda Smith (PSA), Rachel Parker (Deputy Headteacher) and Lindsey Waugh (Teacher in Charge of Provision and SENCO)

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for coordinating safeguarding on site.

This might include updating and managing access to CPOMS and 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 or college.

It is important that all School staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of who that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

### **Reporting a concern**

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 via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead, Headteacher or ECM CEO/Business Director. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should refer to the ECM Allegations of Abuse against Staff Policy.

Concerns around the Headteacher should be directed to the Chair of Governors of the School or CEO of ECM:

Chair of Govs: C Lawson

CEO: G.Wilson

The Multi-Academy Trust will continue to offer support in the process of managing allegations.

## **Safeguarding Training and induction**

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

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.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff 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 a school they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account 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

For movement within the Trust, schools should seek assurance from the Multi-Academy Trust (MAT) that the member of staff has received appropriate safeguarding training.

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.

## **Safer recruitment/volunteers and movement of staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, the school will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where schools are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Schools 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.

Schools 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'.

During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Schools will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

### **Online safety in schools and colleges**

Schools will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

### **Children and online safety away from school and college**

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate, referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the MAT code of conduct.

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

Below are some things to consider when delivering virtual lessons/video conferencing, especially where webcams are involved:

- Staff must only use platforms agreed by the school to communicate with pupils, and it is the responsibility of the teachers to gatekeep and check content and comments.
- 1:1 video conferencing is strictly prohibited – At no occasion should staff make or take video calls with pupils. If video conferencing is to be used to support vulnerable pupils, 2 staff should be present at all times
- Suitable clothing should be worn by anyone in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred where ever possible
- If live classes are used they should be recorded so that if any issues were to arise, the video can be reviewed.
- Language must be professional and appropriate, including any family members in the background.
- Staff should record, the length, time, date and attendance of any sessions held.
- Do not share QR codes from Seesaw wider than the class group.

### **Supporting children not in school**

Schools are committed to ensuring the safety and wellbeing of all its Children and Young people.

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 that contact has made.

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

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

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

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

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. Teachers across ECM need to be aware of this in setting expectations of pupils' work where they are at home.

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.

### **Supporting children in school**

ECM is committed to ensuring the safety and wellbeing of all its pupils.

ECM schools 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 of both staff and pupils.

ECM 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.

ECM 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 as necessary recorded on CPOMS.

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

### **Peer on Peer Abuse**

ECM recognise that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a 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 of the Child Protection Policy.

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.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

### **Support from the Multi-Academy Trust**

The Multi-Academy Trust (MAT) Central Team will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction.

The MAT will also provide regular group and individual supervision sessions. This may take the form of an online meeting.

## APPENDIX 1

### **Vulnerable Families and Agency Involvement**

Home Visits using RAG rated system (Spreadsheet recording visits and contact)

- Red – Weekly visit (2x phone calls and 1x home visit)
- Amber – Weekly phone call and visit if new information comes to light (risk assessment)
- Green – Weekly phone call

Excel spreadsheet to be used and informative information for team to plan the week

### **Weekly contact with all vulnerable children not in school**

#### **Monday:**

Ask how they are doing, any worries/concerns do the families need help (financially, food, wider issues etc...)

Offer a place to CP/CIN children not in school saying that: Current social care guidance and their current circumstances working with a plan, their children ought/should be in school. Explore when they will return to school

If the families refuse to bring the children, escalate this to social care as they will/need to lead on speaking to the children/families about being in school in order to work with their current CIN/CP plan

For families where no CP/CIN still offer a place and ask families to think about if they could to be in school due to current/previous intervention or concerns

Organise home visit on Tuesday/Wednesday if vulnerable families remain at home. 2 members of staff home visit (1 sat in front and 1 in back). Badges to be worn at all times and letter to be taken in the car

Children to be seen at 2m distance, through door or window.

### **Inform Social care of conversations with ALL CP/CIN children and log on CPOMS. Inform SC if parents refusing to bring the children to school**

Log all conversations with additional vulnerable families. If concerned about any families not working with social care – escalate through Early Help Support ([earlyhelp@barnsley.gov.uk](mailto:earlyhelp@barnsley.gov.uk)) or if no key worker exists, complete the excel sent through and send via egress to [Janeallen@barnsley.gov.uk](mailto:Janeallen@barnsley.gov.uk)

Begin calls to ECHP families to offer support and offer a place in school. Risk assessment. Support with access to learning materials, resources relevant to their plan. If concerned about an EHCP child, contact EHC team

### **Tuesday/Wednesday**

Home visits to vulnerable children not in school and mop up phone calls to EHCP children

### **Thursday/Friday**

Make contact with ALL vulnerable children not in school and see if anything needed over for over the weekend. Risk assessment and escalate to Social Care if needed

Make home visits to EHCP children if risk assessment is valid

Safeguarding weekly meeting via Zoom for updates/concerns etc and ensure effective transition between the team

**ALL CONCERNS ABOUT ANY CHILDS SAFETY TO BE ESCALETED TO SOCIAL CARE IMMEDIATELY**

#### **Class Teachers when in school**

Make contact (via school phone line) with any children (families) that you have not had contact with via Purple Mash, FB etc. (or paper based leaners) and then add any conversation to CPOMS that feel relevant around risk/safety

#### **SEND pupils**

If class teachers speak to children/parents of have any contact that is concerning, raise with Linz in first instance

#### **LAC families**

Safeguarding team to make weekly phone call and record on CPOMS

**All Staff continue to record CPOMS for anything related to the child/ren**