



SAFEGUARDING POLICY: COVID-19 ADDENDUM

School: Long Whatton C of E Primary

Approved by: Behaviour and Safety Governors

Updated: 26.01.20

Interim Important contacts

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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 local authority 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 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 and it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion.

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.

When our staff attend other sites we follow that school's reporting procedures. If incidents are related to our own children, they should be uploaded onto CPOMs and reported as normal.

4. DSL (and deputy) arrangements

DSL and Deputy DSL from Long Whatton are always contactable by phone if not on the school premises. Where a concern needs to be raised the first contact will be either the DSL or Deputy DSL.

On any occasions where there is no DSL or deputy on site, the member of staff who is on site will take responsibility for contacting the DSL. They will be responsible for liaising with the off-site DSL (or deputy) to make sure they 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.

The headteacher of Long Whatton School will ensure that all staff, 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

6. Monitoring attendance

Most children will not be attending school during this period of school closure, and therefore will be following different attendance monitoring procedures. We will be reporting attendance in school of vulnerable pupils and critical key workers to the Department for Education daily. We will be completing our remote learning attendance registers daily and following up on non-attendance of remote learning. (See Remote Learning Policy)

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) and LADO.

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 Welfare Checks

We have Safe and Well Checks for children who meet the DfE’s definition of ‘vulnerable children’, children who we have safeguarding concerns about and for those who have not accessed Google Classroom each week:

The Headteacher will identify from the remote learning registers an initial list each week of children who have not accessed the Google Classroom and email parents to check they are safe and well on a Friday at the end of each week. Staff will inform the headteacher of who they have contacted and the response will be recorded on the remote learning registers.

The headteacher will telephone each week on a Friday, children who we consider vulnerable or have safeguarding concerns about.

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.

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.

DSL's will always be invited and part of all Google classrooms set up online. No private messaging will occur between teacher and pupil.

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

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:

ELSA will continue to support through PSHE lessons on the Google Classroom

The following practices cannot continue:

Group work and one to one sessions such as breakfast club will not be able to continue due to lockdown.

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 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

14.4 Keeping records of who's on site

The Office Manager 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.

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

We will share this information before the child arrives as far as is possible.

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 behaviour and safety governor committee.

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

Whistle-blowing

Anti-bullying