APPENDIX 5 – KEY COVID-19 RELATED CHANGES TO CHILD PROTECTION AND SAFEGUARDING POLICY

Caldew School

03/04/20

**CHILD PROTECTION AND SAFEGUARDING
POLICY (APPENDIX 5)**

CONTECT OF THIS APPENDIX

It is likely that the child protection and safeguarding policy will not accurately reflect new arrangements in response to COVID-19.   This appendix provides interim policy changes and adaptions to key areas, in response to COVID-19.

The policy continues to have regard to all the local and national guidance, advice, procedures and practice as set out in the main body of this policy. It also has regard for relevant Department for Education guidance provided in response to COVID-19.

- **Coronavirus (COVID-19): safeguarding in schools, colleges and other providers**
  https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers
- **Coronavirus (COVID-19): guidance on vulnerable children and young people**
  https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people

KEY AREAS

- Vulnerable children
- Local Safeguarding Arrangements
- Attendance monitoring
- Designated Safeguarding Lead – Interim Arrangements
- Reporting a concern
- Safeguarding Training and induction
- Safer recruitment/volunteers and movement of staff
- Online safety in schools and colleges
- Children and online safety away from school and college
- Peer on Peer Abuse
- Children moving schools

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 or college 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).

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: **Helen Howson.**

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 social worker and school will explore the reasons for this directly with the parent. The school will encourage our vulnerable children and young people to attend a school, including remotely if needed.

LOCAL SAFEGUARDING ARRANGEMENTS

In response to the Coronavirus (COVID-19) outbreak Cumbria's Multi-Agency Strategic Co-ordination Group (SCG) has established a number of sub-groups include an Education Tactical Co-ordination Group (ETCG). This group will lead on managing educational impacts of the COVID-19 outbreak.

The ETCG comprises members of the County Council, Local Resilience Forum, Director of Public Health and sector representatives from Early Years, Primary and Secondary Schools, FE Colleges, Independent Schools, PRUs and Special Schools.

The ETCG will provide all Cumbrian education settings with single central source of advice and information in relation to management of the COVID-19 outbreak.

If you have any matters that you wish to bring to the attention of the ETCG please email **education.tcg@cumbria.gov.uk**.

Colleagues from LIS, SEND and Social Care are in the process of undertaking further risk assessments of vulnerable children and young people and we will be working in close partnership with both current and any potential new hubs to ensure the best possible solutions for all going forwards.

Hub schools have been established and further guidance is yet to be published.

ATTENDANCE MONITORING

The school does not need to complete their usual day-to-day attendance processes to follow up on non-attendance.   The school will work with social workers to agree with families whether children in need should be attending and the school will then follow up on any child that they were expecting to attend, who does not. The school will follow up with any parent or carer who has arranged care for their children and the children subsequently do not attend. To support the above, will take the opportunity when communicating with parents and carers to 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 the school, or discontinues, the school will notify their social worker.

DESIGNATED SAFEGUARDING LEAD – INTERIM ARRANGEMENTS

The optimal scenario for any school or college providing care for children is to have a trained DSL or deputy available on site. It is recognised by the Department for Education that this may not be possible, the school will have the following interim arrangements in place:

- a trained DSL or deputy from Caldew School is to be available to be contacted via phone or email while the school is closed to students.
- in the case of a Hub school, where staffing and students attend one central school building, it is expected that a trained DSL or deputy will be on site each day.

If/when a trained DSL or deputy is not on site, in addition to the above arrangements, a member of the senior leadership will take responsibility for coordinating safeguarding on site. This might include updating and managing access to child protection files, 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.

All school staff will be provided with a copy of the school's interim arrangements that will include: DSL rota, names of DSLs and contact details.

Morton Academy	Michelle Rigg (DSL) Pam Hannah (DDSL)	michelle.rigg@rrma.org.uk pam.hannah@rrma.org.uk
Trinity School	Paul Charnock (DSL) Tracy Studholme (DDSL)	pch@trinity.cumbria.sch.uk tst@trinity.cumbria.sch.uk
Caldew School	Helen Howson (DSL)	hjhowson@caldew.cumbria.sch.uk
William Howard	Fiona Cruickshank Hunter (DSL)	Fcruickshank-hunter@williamhoward.cumbria.sch.uk

It is acknowledged by the Department for Education that DSL training is very unlikely to take place during this period. 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.

REPORTING A CONCERN

Where staff have a concern about a child, they should continue to follow the process outlined in the school's Child Protection and Safeguarding Policy, provided they can do this remotely (if required). If a member of staff is working remotely and cannot report a concern, they should email the Designated Safeguarding Lead via their school email and if unable to do this contact the DSL via phone. This will ensure that the concern is received. Any concern should be reported immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the headteacher **Vicki Jackson.** If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email (from school email) to the headteacher. If the Head Teacher is the subject of the allegation the Head must not be informed of the allegation prior to contact with Chair of the Governing Board – Mrs. Jennie Wilkinson.

If a student or a parent/carer has any concerns as set out above, they should email the school using office@caldew.cumbria.sch.uk address and contact the safeguarding Hub on 03332401727.

SAFEGUARDING TRAINING AND INDUCTION

All existing school staff will already have had safeguarding training and have read part 1 of KCSIE. The important thing for these staff will be awareness of 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 the school or college, they will be provided with a safeguarding induction. An up to date child protection policy will support this process as will part 1 of KCSIE.

The existing school workforce may move between schools and colleges on a temporary basis in response to COVID-19. The receiving school will judge, on a case-by-case basis, the level of safeguarding induction required. In most cases, the existing workforce will already have received appropriate safeguarding training and all they will require is a copy of the school's child protection and safeguarding policy, confirmation of local processes and confirmation of DSL arrangements.

SAFER RECRUITMENT/VOLUNTEER 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. If schools are recruiting new staff, they should continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of KCSIE. Regarding members of the school workforce already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another school or college to support the care of children. Where school are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

ONLINE SAFETY IN SCHOOLS AND COLLEGES

The school will continue to provide a safe environment, including online. The school will ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the school IT systems or recommended resources.

CHILDREN AND ONLINE SAFETY AWAY FROM SCHOOL

It is important that all staff who have contact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be reported consistent with the Child Protection and Safeguarding Policy.

Remote/online teaching should follow the same principles as set out in the school's code of conduct.

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

Please note.

- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, and the background should contain no personal information.
- During live-streaming only whole class or group sessions are permitted. Teachers should not conduct 1:1 video, audio or chat sessions with a student. If staff need to have a private discussion with one student, staff are to make sure that there is a parent/carer and another teacher present.
- Live classes should be kept to a reasonable length of time.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use agreed platforms.
- Staff should record, the length, time, date and attendance of any sessions held.

The School will be in regular contact with parents and carers and will use these opportunities to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school or college online offer with support from online companies and in some cases individual tutors. The school will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

SUPPORT FOR CHILDREN NOT IN SCHOOL

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 the closure adult contact sheet, as should a record of contact that has been made.

Members of the safeguarding team will work in conjunction with social care staff to ensure a clear communication plan is in place for children on a plan or CLA. The Designated Safeguarding Lead will take responsibility for contact of these children on a weekly basis. Teaching Assistants who are Key Workers for children with EHCP's will be expected to contact the children and their families at least once a week for consistency and support.

All communication will be logged on the closure adult contact sheet as it happens. This will be reviewed daily by the DSL.

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. Staff need to be aware of this in setting expectations of pupils' work where they are at home.
Support for pupils and students in the current circumstances can include existing provision in the school e.g. counselling services (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services.

PEER ON PEER ABUSE

Where the 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 the Child Protection and Safeguarding Policy.

CHILDREN MOVING SCHOOLS

It will be important for any school or college whose children are attending another setting to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information. This will be especially important where children are vulnerable. For looked-after children, any change in school should be led and managed by the VSH with responsibility for the child. The receiving institution should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum the receiving institution should, as appropriate, have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs coordinators/named individual with oversight of SEN provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders should take responsibility.