

WET END FIRST SCHOOL

APPENDIX TO CHILD PROTECTION AND SAFEGUARDING POLICY

to reflect the guidance

(Covid-19):Safeguarding in schools, colleges and other education providers

[Covid19 guidance for schools 27/03/20](#)

Date of last review : March 30th 2020

Updated June 8th 2020 (updates in Blue)

Response to COVID-19

There have been significant changes within our setting in response to the outbreak. Many young people are now at home and staffing is likely to be significantly affected through illness and self-isolation.

Despite the changes, the school's Child Protection Policy is fundamentally the same: **children and young people always come first, staff should respond robustly to safeguarding concerns and contact the DSL in line with our established safeguarding procedure.**

This annex sets out some of the adjustments we are making in line with the changed arrangements in the school and following advice from government and local agencies.

The current school position and local advice

Arrangements for children's social care

The following measures were implemented in children's social care with immediate effect following the Prime Minister's announcement on Monday 23rd March 2020.

Social care work will now focus on the following priorities:

- Children at risk of significant harm or where safeguarding issues are raised
- Children whose placement is at risk of breakdown (this includes home, care, independent or supported living)

Children's Services staff from areas which do not provide services solely within the priority categories above are, where possible, supporting work in those priority areas. Staff at NAS (Northumberland Adolescent Services) are providing a range of support to vulnerable young people within the priority groups.

Following a national direction, children's centres are now closed and universal youth provision has ceased.

While it is crucially important that the LA supports family time for children who are looked after, given the inherent risks in direct face to face contact, this is now being facilitated through the use of technology such as Skype and Facetime. The temporary ceasing of face to face contact has been supported by our local family court. This change in practice may impact on some young people's emotional wellbeing and schools should be mindful of the changes.

The LA and NSSP will make further adjustments and changes to the working arrangements of all staff to ensure priority areas of work are covered. Schools will be kept up to date with changes through social workers and on a case by case basis.

From 24th March all face to face Child Protection Conferences and looked after reviews have been suspended. IROs will be using technology to hold virtual meetings with Google Meet or Hangout. The meetings will be led by the IROs and joining instructions will be sent prior to the conference either by the admin team or the conference Chair. If these fail the Chair will undertake a call round to gather the views of everyone and the information will be recorded and distributed accordingly.

Reporting arrangements

The school arrangements continue in line with our child protection policy.

The Designated Safeguarding Lead is:

Jane Bushell - 01670 822328/ 07508539784
jane.bushell@westend.northumberland.sch.uk

The Deputy DSLs are:

Karen Porter – 07508539821

karen.porter@westend.northumberland.sch.uk

Michelle Waters – 01670 822328

michelle.waters@westend.northumberland.sch.uk

Debbie McFall – 07376317631

debbie.mcfall@westnd.northumberland.sch.uk

In the event of an emergency the following colleagues from neighbouring schools can also be contacted to provide advice

The Designated Safeguarding Lead at **St. Bede's RC Primary School** is: **Therese Worrall, 01670 822389, therese.worrall@st.bedes.northumberland.sch.uk**

The school's approach ensures the DSL or a deputy is always available while the school is open. In the unusual circumstance this is not possible the DSL or Deputy DSL will be contactable and the Headteacher or a member of the Senior Leadership Team will email all staff by 9am to advise they are acting in an on-site safeguarding role together with contact details for the DSL or Deputy DSL.

Staff will continue to follow the Child Protection procedure and advise the safeguarding leads immediately about concerns they have about any child, whether in school or not. COVID-19 means a need for increased vigilance due to the

pressures on services, families and young people, rather than a reduction in our standards.

Children's services may be affected by the impact of the virus on staff and an increased demand for services. Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting children's services are:

Reporting your concerns to OneCall in the usual way – 01670 536400

Should a child, in the school's view, be at risk of significant harm and local agencies are not able to respond, the school will immediately follow the safeguarding children partnership escalation procedure, available here:

Escalation Procedures

Identifying Vulnerability

Based on our knowledge of the children and young people in school and their individual vulnerabilities we have identified the most vulnerable children.

We have put in place specific arrangements in respect of the following groups:

- Looked After Children – There are currently no children deemed Looked after on the school role. Should this change we will put procedures in place to monitor their well-being in collaboration with their social worker
- Previously Looked After Children – We have no Previously Looked after children who are deemed at risk as they are in stable placements under special guardianship or residence orders and have no current social work involvement. We will however make a weekly welfare check phone call.
- Children subject to a child protection plan – We currently have no children attending who are subject to a Child Protection Plan. Should this change we will collaborate with Children's Services to develop a risk assessment and plan. These children will be offered a school place for the duration of the partial closure. We will be advised by Children's Services regarding non-attendance in this case. We will make twice weekly welfare phone calls whether the child attends or not.
- Children who have, or have previously had, a social worker – These children will be offered a school place for the duration of the partial closure. We will be advised by Children's Services regarding non-attendance in this case. We will make twice weekly welfare phone calls whether the child attends or not. There is an expectation that children with a social worker **must** attend school (or another school by arrangement), unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child.
- Children with an EHCP – We will undertake a risk assessment for each child with an EHCP considering the child's educational, social and emotional needs and the risk of non-attendance against attendance. Should the risk to the child's well-being out weight the risk to their own, their family's and the wider community's health we will offer a school place for the duration of the partial closure. If it is deemed that the risk of the child attending school outweighs the risk of non-attendance we will make twice weekly welfare phone calls. We will also provide appropriate work for the child to complete at home.
- Children on the edge of social care involvement or pending allocation of a social worker – we will keep a register of those children we consider to be at

the edge of social care involvement, including those with EHAs. We will liaise with EHA leads and our Independent parent support partner to maintain at least twice weekly phone contact with these families. Families who do not have an EHA but give cause for concern will be contacted twice weekly by phone. Where required these children will be offered a place at school (or another school by arrangement).

- Other children the school considers vulnerable. More children may be added to this group in response to concerns raised with the DSL. These children can be offered care at school if required.

Each of these children has an individual plan which has been shared with other agencies involved in their care, including where appropriate their social worker and the Virtual School Head for Looked After and previously Looked After Children.

In addition, the following groups have specific arrangements around contact and support from the school.

- Children of key workers who may attend school – These children will attend school during the usual school hours at the request of their parents. There will be a minimum of three staff supporting them at any time, including at least one teacher.
- Children at home – These children have been provided with work packs to complete at home and access to appropriate online resources. Staff are contacting parents via Teachers2Parents text and email service, Tapestry, School 360 and Facebook. The DSL and deputy DSL are monitoring all messages sent via these platforms. Staff have been instructed on the safe use of these platforms in line with the school code of conduct, acceptable use policy, E-safety policy and Child Protection policy. Staff are only using school devices (school PCs, encrypted laptops, iPads) for these communications, all of which are monitored via Sensocloud or through DSL scrutiny.
- Identified vulnerable children in the year groups returning to school will be encouraged during welfare calls to return to school where there are no shielding or medical issues.
- School will support them to make this decision.
- School will notify Social Workers of absences where vulnerable children should be attending

The plans in respect of each child in these DSL groups should state how often they are to be reviewed.

Holiday arrangements

West End First School provided places for 'vulnerable' and key worker children over the Easter and summer half term breaks.

Attendance

The school is following the attendance guidance issued by the government. Where a child is expected and does not arrive, the school will follow our attendance procedure and make contact with the family. If contact is not possible by 9:30am the DSL must be informed. The DSL will attempt a range of methods to contact the parent (Teachers2Parents text message, contact a relative/emergency contact) but if necessary arrange a home visit by the school or another appropriate agency. A risk

assessment will be undertaken to consider and manage the implications of COVID-19 alongside other risks perceived to the child. The risk of COVID-19 **does not override** the duty on the school to ensure children and young people are safe.

The school will also follow the attendance procedure if contact proves impossible with children at home.

Guidance from the LA suggests the following should be carried out as a minimum

On a daily basis DSLs should:

- Make sure they know which children on their school roll/AP register have a social work and/or and EHCP
- Know who to expect at school/provision each day
- If an expected child doesn't arrive then contact home - parent/carer (ie carry out the usual reasonable checks for CME)
- If you can't make contact then contact the social worker and education welfare (educationwelfare@northumberland.gov.uk)

If you have significant concerns about a child who is either expected to attend or who is currently at home, then you should contact OneCall in the usual way – 01670 536400.

- Attendance registers will resume from June 1st using the new coding systems.
- Parents will not be penalised for not sending their children to school.

School Transitions

- The DSLs will wherever possible ensure that receiving schools have appropriate welfare information through Google Meet, telephone conversations, Gmail, CPOMs.
- School will continue to have appropriate regard to data protection law, but realises that it does not prevent the sharing of information for the purposes of keeping children safe.

Staff will be aware of increased risk

The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, poverty, and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning – see below). Staff will be aware of the mental health of both children and their parents and carers, informing the DSL about any concerns.

Peer on peer abuse

We recognise the potential for abuse to go on between young people, especially in the context of a school closure or partial closure. Our staff will remain vigilant to the signs of peer on peer abuse, including those between young people who are not currently attending our provision. Extra care should be taken where groups have mixed age, developmental stages, are attending other schools as an interim measure and similar. When making contact with these families our staff will ask about relationships between learners.

We also address the issue of peer-on-peer abuse in our remote learning curriculum, through age appropriate PSHE activities.

Risk online

Young people will be using the internet more during this period. The school may also use online approaches to deliver training or support. Staff will be aware of the signs and signals of cyberbullying and other online risks and apply the same child-centred safeguarding practices as when children were learning at the school.

- The school continues to ensure appropriate filters and monitors are in place
- Our governing body will review arrangements to ensure they remain appropriate
- The school has taken on board guidance from the UK Safer Internet Centre on safe remote learning and guidance for safer working practice from the Safer Recruitment Consortium. We have reviewed the code of conduct and information sharing policy accordingly.
- Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the school's code of conduct and importance of using school systems to communicate with children and their families.
- Children and young people accessing remote learning receive guidance on keeping safe online and know how to raise concerns with the school, Childline, the UK Safer Internet Centre and CEOP.
- Parents and carers have received information about keeping children safe online with peers, the school, other education offers they may access and the wider internet community. We have set out the school's approach, including the sites children will be asked to access and set out who from the school (if anyone) their child is going to be interacting with online. Parents have been offered the following links:
 - Internet matters - for support for parents and carers to keep their children safe online
 - London Grid for Learning - for support for parents and carers to keep their children safe online
 - Net-aware - for support for parents and carers from the NSPCC
 - Parent info - for support for parents and carers to keep their children safe online
 - Thinkuknow - for advice from the National Crime Agency to stay safe online
 - UK Safer Internet Centre - advice for parents and carers
- Free additional support for staff in responding to online safety issues can be accessed from the Professionals Online Safety Helpline at the UK Safer Internet Centre.

Due to increased numbers of Children from June 1st – Being Alert to Safeguarding Concerns

- Staff to be alert to new safeguarding concerns about individual children as they see them in person following partial school closures

- Staff and volunteers should continue to follow existing protocols promptly should they have any concerns about a child, updating CPOMs as necessary
- DSLs may need more time to support staff and children regarding new concerns (and referrals as appropriate) as more children return

Prevent

- Staff will remain vigilant about the risks of radicalisation.
- Any concerns will be recorded via the existing channels on CPOMs.

Children & Staff Returning to School

- Children and staff who have been classed as *clinically extremely vulnerable* due to pre-existing medical conditions have been advised to shield. They are not expected to be attending school, and will continue to be supported to learn or work at home.
- *Clinically vulnerable* people are those considered to be at a higher risk of severe illness from coronavirus (COVID-19). Few if any children will fall into this category, but parents will be advised to follow medical advice if their child is in this category.
- A child who lives with someone who is *clinically vulnerable* including those who are pregnant can attend their education or childcare setting.
- Where a child lives in a household with someone who is *extremely clinically vulnerable*, as set out in the guidance on shielding, it is advised they only attend an education or childcare setting if stringent social distancing can be adhered to and, in the case of children, if they are able to understand and follow those instructions. This may not be possible for very young children and older children without the capacity to adhere to the instructions on social distancing. If stringent social distancing cannot be adhered to, it is not expected those individuals will attend. They should be supported to learn at home
- Staff and children should not attend if they have symptoms or are self-isolating due to symptoms in their household. There is a protocol in place for this shared with stakeholders.
- Protective measures will be put in place for staff and pupils, as far as is possible, to ensure that the risk of transmission is reduced. Protocols are in place for the reduction of transmission and shared with stakeholders.

Risk assessments and protocols

- Risk assessments are in place for the wider opening of the school and the EYFS
- Risk assessments for individual children will be appropriately linked to the Child Protection Policy where appropriate.
- Staff are kept aware of updates to any risk assessments generally and for the individual children.
- There are protocols in place to ensure the safety of children and staff.

Arrangements for those children not in school

- Teachers and pastoral staff will ensure that contact is maintained with children (and their families) who are not yet returning to school or college. Where possible staff should try and speak directly to children to help identify any concerns. Staff should be encouraged (where possible) to make calls from the school site via school phones and devices.
- Families with children identified as vulnerable, who are not in school will continue to receive weekly welfare calls.
- Families requiring additional support will be signposted to appropriate agencies and resources, including the parent support partner (Kim Green), Thriving Minds, School Health and Children Services.
- Information will be recorded on CPOMs and accessed by DSLs.

Mental health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Schools and colleges should ensure appropriate support is in place for them.

Staff will use their knowledge of the children and family information to identify children who may need additional support. DSLs and the SENDCo will access information from welfare calls, Operation Encompass and information logged in CPOMs to identify children who might need additional support, and to put this support in place.

Mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. Support for pupils and students in the current circumstances can include existing provision in the school (although this may be delivered in different ways, for example over the phone for those children still not attending provision) or from specialist staff or support services.

Staff have access to a Covid 19 toolkit of support from Anna Freud and the Northumberland County Council Health and Wellbeing Padlet, which includes tools, resources, activities, links and research to help support children, parents or staff who may require it. The Inclusion Mentor is available to offer personalised support and staff have accessed online training on Resilience and Wellbeing.

Teachers are aware of the impact the current circumstances can have on the mental health of those students/pupils (and their parents) who are continuing to work from home, including when setting expectations of childrens' work.

Allegations or concerns about staff

With such different arrangements young people could be at greater risk of abuse from staff or volunteers. We remind all staff to maintain the view that 'it could happen here' and to immediately report any concern, no matter how small, to the safeguarding team.

Any staff or volunteers from outside our setting will complete an induction to ensure they are aware of the risks and know how to take action if they are concerned.

We have confirmed the arrangements to contact the LADO at the local authority remain unchanged

Adam Hall

Independent Reviewing Officer (LADO)

Direct Line: 01670 623979 General Line: 01670 624888

Email: - adam.hall01@northumberland.gov.uk

If necessary, the school will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraph 166 of Keeping Children Safe in Education 2019 using the address Misconduct.Teacher@education.gov.uk.

New staff or volunteers

New starters must have an induction before starting or on their first morning with the DSL or a deputy. They must read the school child protection policy, the behaviour policy, the whistleblowing policy and the code of conduct. The DSL or deputy will ensure new recruits know who to contact if worried about a child and ensure the new starters are familiar with the child protection procedure.

If staff or volunteers are transferring in from other registered education or childcare settings for a temporary period to support the care of children, we will seek evidence from their setting that:

- the member of staff has completed relevant safeguarding training in line with other similar staff or volunteers
- they have read Part I and Annex A of Keeping Children Safe in Education, and
- where the role involves regulated activity and the appropriate DBS check has been undertaken by that setting we will undertake a written risk assessment to determine whether a new DBS would need to be undertaken. It may be in these exceptional times we can rely on the DBS undertaken by their setting.

Our child protection procedures hold strong:

- Volunteers may not be left unsupervised with children until suitable checks have been undertaken. People supervising volunteers must be themselves in regulated activity, able to provide regular, day to day supervision and reasonable in all circumstances to protect the children.
- The school will undertake a written risk assessment on the specific role of each volunteer to decide whether to obtain an enhanced DBS check (with barred list information) for all staff and volunteers new to working in regulated activity in line with DBS guidance.
- When undertaking ID checks on documents for the DBS it is reasonable to initially check these documents online through a live video link and to accept scanned images of documents for the purpose of applying for the check. The actual documents will then be checked against the scanned images when the employee or volunteer arrives for their first day.

- The school will update the Single Central Record of all staff and volunteers working in the school, including those from other settings. This will include the risk assessment around the DBS. A record will be kept by the headteacher, School business manager or senior leader of who is working in the school each day.

New children at the school

Where children join our school from other settings we will require confirmation from the DSL whether they have a Safeguarding File or SEN statement/EHCP. This file must be provided securely **before** the child begins at our school and a call made from our DSL or a deputy to the placing school's DSL to discuss how best to keep the child safe. In some unusual circumstances this may not be possible. Information provided must include contact details for any appointed social worker and where relevant for the Virtual School Head. Safeguarding information about children placed in our school will be recorded on our safeguarding system, will be securely copied to the placing school DSL and will be securely returned to the placing school on completion of the child's placement with us so there is a continuous safeguarding record for the child.

The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.

Review arrangements

During the current pandemic this document will be regularly reviewed in line with any updates to government guidance and related documents. Updates will be shared with staff, governors and parents.

It remains the responsibility of the Governing Body or its equivalent to ensure that the school has a Child Protection and Safeguarding Policy and procedures in place that are in accordance with Local Authority guidance and/or locally agreed inter-agency procedures approved by the Local Safeguarding Partnership and this addendum has been ratified by the governing body remotely

31-03-20

Updated 08.06.20

Vanessa Foster Chair of Governors