

**Annex 1
January 2021**

**COVID-19
Addition to
Safeguarding and Child Protection Policy**

**School Name: Half Acres Primary Academy
Policy owner: Mrs R Taylor
Date: 07.01.2021
Date shared with staff: 21.01.2021**

Context

As of 4th January 2021, school has been closed to all but those children of workers critical to the COVID-19 response and children who are vulnerable and cannot be safely cared for at home. Pupils are being supported to work remotely with a robust remote education offer, which mirrors the practice of the classroom closely.

This addendum of the Half Acres Primary Academy Safeguarding and Child Protection policy which should be considered alongside health and safety advice; contains details of our individual safeguarding arrangements in the following areas:

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Certain basic principles remain unchanged;

- the best interests of children must continue to come first. Safeguarding is everyone's responsibility. Professional curiosity remains important.
- if anyone in a school or college has a safeguarding concern about any child they should continue to act immediately and follow policy in recording, reporting and information sharing.
- a DSL or deputy should be available and arrangements made to continue to communicate regularly with each other as a safeguarding team.
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when online

- communication within school and between agencies is vital

As far as is reasonably possible we will continue to provide a safe environment for children and to have whole school regard to the statutory guidance Keeping Children Safe in Education 2019. KCSIE

Current COVID 19 government guidance.

<https://www.gov.uk/government/collections/coronavirus-covid-19-guidance-for-schools-and-other-educational-settings>

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

Key contacts

| Role | Name | Contact number | Work mobile number | Email |
|--------------------------------------|---|-----------------|--------------------|--------------------------|
| Designated Safeguarding Lead | Mrs R Taylor | 01977 802325 | | ha-enquiries@ipmat.co.uk |
| Deputy Designated Safeguarding Leads | Miss A Brown Mrs D Render Miss J Rowell | 01977 802325 | | ha-enquiries@ipmat.co.uk |
| Headteacher | Mrs R Taylor | 01977 802325 | | ha-enquiries@ipmat.co.uk |
| Chair of Governors | Mr C Robertson | | | crobertson@ipmat.co.uk |
| Safeguarding Governor / Trustee | Mrs B Riley | | | ha-enquiries@ipmat.co.uk |

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 on Child Protection CP, those who are Child in Need CIN and those who are Looked After Children LAC or Children in Care CIC in West Yorkshire.

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. 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. However the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They will use professional judgement and will have the flexibility to offer a place to those not currently with a social worker but who the school deem as vulnerable.

We will continue to work with agencies to help protect vulnerable children. This includes working with and supporting children's social workers, Children First Hub CFH workers and the local authority virtual school head (VSH) for CIC and previously CIC.

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 Half Acres Primary Academy will strongly encourage this expectation and explore the reasons for this directly with the parent.

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

We will strongly encourage all our vulnerable children and young people to attend school.

Communication with other agencies will be vital in this period. Please see local Cluster contacts if there are any issues with communication.

Allocated workers can visit a child on school site as long as social distancing protocol is followed.

Where vulnerable children move schools we will ensure all required information regarding safeguarding is available to the new settings DSL/senior leader. As a minimum, the reason the child is vulnerable and any arrangements to support them i.e. access to plans and the key workers contact details. This information is shared on a need to know basis and kept securely. We will inform key agencies e.g. social workers/ virtual school of any move.

Attendance monitoring

'Vulnerable children attendance is expected, where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan), so that they can gain the educational and wellbeing benefits of attending. Vulnerable children – regardless of year group – that have not been attending in the recent period are expected to return to nursery, early years, school or college provision where this would now be appropriate for them to do so. We expect educational providers and other relevant

partners to work with and support the relevant families and pupils to return to school or college, where attendance is appropriate.'

For those pupils from new groups eligible to attend, we will address absence by sensitively exploring parents' and pupils' concerns and what is preventing attendance and work with them to re-engage pupils where appropriate. Families should notify their nursery/school/college as normal if their child is unable to attend. We will also continue to follow up with any parent or carer whose child has been expected to attend and doesn't.

We will work together with local authorities and other relevant partners to support parents and children in their return to regular attendance. When working to improve attendance, we with other partners should consider the individual circumstances of each child and parent in order to ensure that they are appropriate to the child's needs. We will focus support particularly on pupils who were previously persistently absent or at risk of being so.

No one with symptoms should attend a setting for any reason. If someone in their household is extremely clinically vulnerable, as set out in the [guidance on shielding](#), they should only attend if stringent social distancing can be adhered to, and the child is able to understand and follow those instructions.

Where applicable, designated safeguarding leads and/or equivalent staff will keep under review our lists of vulnerable children and young people who should be attending provision.

A daily register of everyone on site will be taken and an online register at designated registration times for home learners on Microsoft Teams.

Dept. for Education require completion of Education Setting Status Form and the LA require weekly updates of the vulnerable student tracker.

In cases open to allocated workers, the social worker/CFH worker and school will strongly encourage attendance. We will then follow up regularly with any pupil that we were expecting to attend, who does not. If possible we will speak with the child. We 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.

In all circumstances where a child known to social worker does not take up their place at school, or discontinues, we will notify their social worker.

To support the above, we 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.

We will follow the procedures below for maintaining attendance with pupils working both in school and remotely:

DAILY REGISTERS AND SAFEGUARDING PROTOCOL: Half Acres Primary Academy

1. TAKE THE DAILY IN CLASS REGISTER

Member of staff in school supervising the bubble.
/ for present
N for not present but expected in school
D Render opens all registers after 9.10am and collates the information – sent to DFE and recorded on spreadsheet.

2. ABSENCE RESPONSE

D Render liaises with the office to check for absence messages
D Render to contact all pupils marked as absent when they are expected into school. (i.e. mark as ill etc).
SAFEGUARDING: Any child expected in, and who cannot be contacted must be logged on CPOMS for a DSL to follow up.

3. FIRE REGISTER

DR to ensure all information is collated for CH/CN fire register.
SAFEGUARDING: Fire register to be printed off and put in the office file.

4. ONLINE REGISTER

Staff to conduct the daily register on Teams. Children's names to be called out and the children unmute, respond to their names with the cameras on to allow staff to see the children.
Staff to complete their registers and indicate any children not in attendance on the Teams meeting register. Save on shared drive and/or forward to D Render/R Taylor/J Rowell

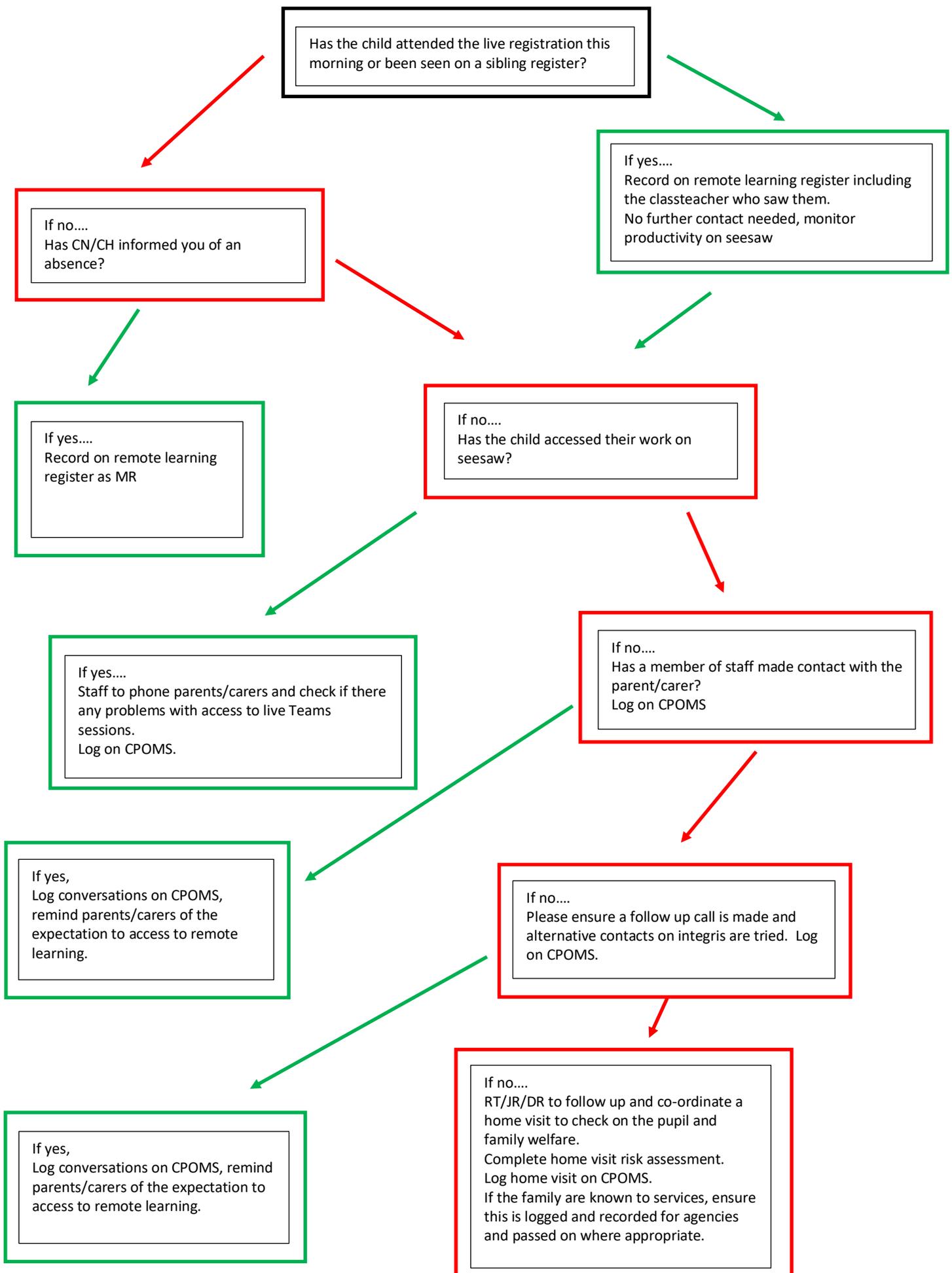
5. ABSENCE RESPONSE FOR ONLINE REGISTER

All pupils not present on the online register should be contacted by the team working remotely and all contact/communication recorded on CPOMS. The flowchart (Appendix A should be used).
SAFEGUARDING: Record all calls on CPOMs. Where contact cannot be made, the DSL team for follow up.

6. SAFEGUARDING RESPONSE TO REGISTERS

Where pupils are not responding to phone calls / remote learning or in school when expected with no communication from home, a home visit will be undertaken with a member of the DSL team plus another member of staff.

APPENDIX A: Flowchart for communication home



Designated Safeguarding Lead

See named contacts above

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 co-ordinating safeguarding on site.

During reopening there may be an increase in disclosures/allegations from students we will consider how to ensure there is cover for this.

This might include updating and managing access to recording systems/ child protection online management system CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers.

In certain circumstances it may be possible to use DSL's in other schools for support and advice.

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

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

Those trained as DSL's will continue in the role even if training is due to expire. DSL teams should continue to regularly keep in touch with each other via DSL team meetings, DSL's will keep reasonably up to date with reading etc. provided by the advisor.

Reporting a concern

Where staff have a concern about a child, including those they feel require any additional support during this period, they should continue to follow the process outlined in the school Safeguarding Policy.

The school uses CPOMS. In the unlikely event that a member of staff cannot access their CPOMS from home, they should phone then email the Designated Safeguarding Lead and/or deputy. This will ensure that the concern is received. All staff working remotely have been supplied with a login for CPOMS, integris and have been given a device in order to work from home and follow the academy safeguarding policy for reporting a concern.

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

If there is any issue contacting the DSL a senior member of the leadership team can be contacted.

If this cannot be done Wakefield children's social care/MASH can be consulted directly on 03458503503. Inform the DSL immediately afterwards.

Reporting to MASH arrangements will operate as usual.

Where staff are concerned about an adult working with children in the school, they should immediately report the concern to the headteacher. 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.

Concerns around the Headteacher should be directed to the Chair of Governors.

Reporting to LADO arrangements will operate as usual please see

<https://www.wakefieldscp.org.uk/education/allegations-against-staff/>

Safeguarding Training and induction

Full face to face DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. If there is no DSL availability in school and you cannot seek advice from sister schools etc. Please contact the safeguarding advisor for education for alternative training arrangements.

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. In the meantime DSL top up reading, issued by Safeguarding advisor will be completed and noted in training records.

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 which may arise, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter our school, they will continue to be provided with a safeguarding induction. Volunteers will be risk assessed as per usual guidance.

If staff are deployed from another education or children's workforce setting to our school, we 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.

Staff from other settings are expected to be up to date in basic safeguarding training.

Upon arrival, they will have access to the receiving setting's child protection policy, staff code of conduct, 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, we 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).

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 we 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.

We will continue to follow the LADO referral pathway and then the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult.

The case holder 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

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, we will continue to ensure all staff on site are appropriately checked, risk assessed if required and we will seek assurances from their employers of these checks.

Online safety in schools and colleges

We 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.

DSL's will consult with the national Professional Online Safety Helpline 0344 3814772 if required.

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.

Online teaching should follow the same principles as set out in the code of conduct and Safer Working Practice guidelines for those working in education settings.

We 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, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils

Our students are aware of external support such as Childline and Kooth these have been communicated and are available on our website.

We will continue to inform parents of online safety resources such as Parent Info. NSPCC Net Aware and advice when using tutors etc. through our website and current parental communications.

Supporting children not in school

We are committed to ensuring the safety and wellbeing of all our students.

For those children with an allocated worker, regular communication and joint planning must take place. We will work closely with all other involved agencies to strongly encourage the child to school and maximise the effectiveness of any plan.

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, we will ensure that they are strongly encouraged to attend school but if not a plan and regular communication is in place for that child or young person. We will seek advice from Children First Hubs if necessary.

Details of this plan must be recorded, as should a record of any contact made.

The communication can include; remote contact, phone contact, door-step visits etc. Home visits will be undertaken following the home visit risk assessments.

This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate. It is important to speak directly to the child if possible.

We recognise 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 need to be aware of this in setting expectations of pupils' work where they are at home. Staff will be alert to signs of decreasing mental health and refer accordingly.

It is also recognised that other safeguarding issues are like to rise in these unprecedented circumstances including but not limited to;

Neglect

Sexual abuse

Physical abuse

Emotional abuse

Domestic Abuse – including coercive control

Parental conflict

Substance misuse

Online issues – including gaming, gambling, grooming and radicalisation

Further information and resources are available – including neglect toolkit

<https://www.wakefieldscp.org.uk/education/education-resources/>

The school will continue to share safeguarding messages and signpost to support organisations, e.g. to support with mental health on its website and social media pages.

All pupils are expected to engage in remote learning daily. Where pupils are not visible on morning register and no contact has been made by parents/carers as per normal absence procedures, a phone call is made to check on the access difficulties. This is then monitored and pupils are asked to attend learning clinic where staff can see the pupils virtually. This is monitored for the subsequent days to ensure daily engagement is made.

Supporting children in school

We will continue to be a safe space for 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.

We 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.

We will ensure that where we care for students on site, we ensure appropriate support is in place for them. Including bereavement support if required. We understand that children may present with trauma, mental health issues etc. following the period of lock down as we recognise the issues mentioned above will have increased. We will follow usual procedures in dealing with this, being mindful of ACES and how trauma can come through as poor behaviour.

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

Peer on Peer Abuse

We recognise that during this time a revised process may be required for managing any report of such abuse and supporting victims. Including moving classes or alternative arrangements, this will be done in consultation with guidance below and current health and safety advice.

Where we receive a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy taking into account current health and safety advice

We 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 Local Authority

The local authority cluster contacts and safeguarding advisor will provide support and guidance as appropriate to enable the school to carry out our safeguarding role effectively.

Regular communication from Wakefield Director of Education is available on the website Wakefield Its Learning <https://wakefield.itslearning.com/>

The Safeguarding Advisor for Education regularly updates the Education resource webpage on Wakefield Safeguarding Children Partnership webpage for DSL's.

<https://www.wakefieldscp.org.uk/education/education-resources/>

This includes staff emotional support websites and helplines.

The school will utilise linked social workers and Children's First Hub workers for advice.