

# Child protection and safeguarding: COVID-19 addendum

## Irchester Community Primary School



<b>Approved by:</b>	ICPS Governing Body	<b>Date:</b> April 2020
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## Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Julia Alison	<a href="mailto:head@irchester.northants-ecl.gov.uk">head@irchester.northants-ecl.gov.uk</a> 01933 353848
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Headteacher	Julia Alison	<a href="mailto:head@irchester.northants-ecl.gov.uk">head@irchester.northants-ecl.gov.uk</a> 01933 353848
Local authority designated officer (LADO)	Christine Andy	<a href="mailto:LADOReferral@northamptonshire.gov.uk">LADOReferral@northamptonshire.gov.uk</a> 01604 364031
Chair of governors	Julie Lea	<a href="mailto:IPSchair@irchester-school.net">IPSchair@irchester-school.net</a> 01933 353848

## 1. Scope and definitions

This addendum applies to any period of school closure due to COVID-19, and reflects updated advice from our 3 local safeguarding partners police, health and social services and Northamptonshire Local Authority (NCC)

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 Safeguarding policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
  - With a child protection plan
  - Assessed as being in need
  - Looked after by the local authority
- Have an education, health and care (EHC) plan

## 2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#) September 2020

Although we may be 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 will be available at all times when pupils are in school  
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.

There will be a DSL on duty at school everyday school is open

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.

## 4. DSL arrangements

We have three trained DSLs; one will always be in school. DSLs will deputise for each other if required.

DSLs will

- Identify the most vulnerable children in school
- Update child protection files on My Concern, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments
- Join video or telephone conferences for CIN/CP meetings

## 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 3 local safeguarding partners (police, health and social services)
- 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
- Department of Education

## 6. Monitoring attendance

We will be completing our usual attendance registers using SIMS online and following our usual procedures to follow up on non-attendance.

We complete the Department for Education's daily online attendance form to keep an accurate record of who is attending school. This information is also sent daily to NCC.

We made arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details, before the school closed.

Senior Leaders will follow up with families of children who have not been accessing work at home.

## 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).

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](mailto:Misconduct.Teacher@education.gov.uk) for the duration of the COVID-19 period, in line with government guidance.

## 9. Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They would usually attend but have to self-isolate

## 10. 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

Children are likely to be spending more time online during self-isolation – see section 11 below for our approach to online safety both in and outside school, also refer to school's Remote Learning Policy.

See section 12 below for information on how we will support pupils' mental health.

## 11. Online safety

### 12.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school. See Remote learning policy to support safe learning at home.

### 12.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policy.

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.

### 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
- › Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- › Know where else they can go for support to keep their children safe online

## 12. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

- › Direct families to the ELSA page on DB learning platform
- › The Emotional Literacy Support Assistant (ELSA) will personally contact families via email or telephone if required.
- › The school continues to provide contact with the counsellor if the parent requests this.
- › The school has implemented a restorative curriculum, which is reviewed and revisited regularly

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.

## 13. Staff recruitment, training and induction

### 13.1 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.

### **13.2 Staff 'on loan' from other schools**

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks. The Head teacher will complete these risk assessments.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

### **13.3 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
- Access to our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- Access to our children protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

### **13.4 Keeping records of who's on site**

We 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.

## **14. 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, a DSL 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, and otherwise as soon as possible afterwards.

## 15. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, NCC and the DfE is updated, by Head/Deputy. At every review, it will be approved by the full governing board.

## 16. Links with other policies

This policy links to the following policies and procedures:

- Safeguarding policy
- Staff code of conduct
- IT acceptable use policy
- Remote learning policy
- Health and safety policy
- Online safety policy
- Whistle-blowing policy
- Anti-bullying policy