

LEICESTERSHIRE COUNTY COUNCIL
CHILDREN & FAMILY SERVICES

POLICY AND PROCEDURES ON SAFEGUARDING / CHILD PROTECTION FOR
SCHOOLS

ADDENDUM

CHILD PROTECTION AND SAFEGUARDING:
COVID-19 ADDENDUM

Name of school:-

Badgerbrook Primary School, Whetstone

This addendum will be reviewed at half termly by the governing body, was adopted on 12th January 2021:-

Signature



(Chair of Governors)

Print Name:

Mrs M Moran

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Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Ms Angie Meyrick	0116 2752353
Deputy DSL	Mrs Claire Price, Mrs Vanessa Toon and Mrs Carol Webb	cprice@badgerbrook.leics.sch.uk vtoon@badgerbrook.leics.sch.uk cwebb@badgerbrook.leics.sch.uk 0116 2752353
Our DSL and at least one deputy DSL will be available during the school day, either on site or available by phone and/or online video.		
Headteacher	Ms Angie Meyrick	0116 2752353
Local authority designated officer (LADO)	Kim Taylor / Lovona Brown	0116 305 7597
Chair of governors	Mrs Mitzi Moran	chair@badgerbrook.leics.sch.uk

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from the Safeguarding Unit at Leicestershire County Council (the Local Authority).

It sets out changes to our normal child protection policy in light of the Department for Education's updated guidance <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak> and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

1.1 Current school position

From 4th January 2020 parents of primary age pupils are asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response. Schools are asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

1.2 Vulnerable children

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 and it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
 - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
 - adopted children or children on a special guardianship order
 - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
 - care leavers
 - others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health.

1.3 Critical workers/Key workers

Parents whose work is critical to the coronavirus (COVID-19) and EU transition response are identified in the <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision> guidance.

For Leicestershire schools the Local Resilience Forum / LLR and Prepared and the Strategic Coordination Group for COVID and winter response have considered the support that schools need to ensure their continued safe operation both in buildings and remotely and have agreed local prioritisation which can be used by schools. The following critical workers can be prioritised:

- Families with two critical workers or single parent families who are critical workers

- Critical local authority and public service workers, who cannot perform their tasks from home without their children attending school
- Front line health and social care workers
- Officers and staff from the police and fire service
- School staff
- Early years staff

2. Core safeguarding principles

We will continue to 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 will continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy will 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 attending school and those at home.

Staff and volunteers will continue to follow our Safeguarding/Child Protection procedures and advise the DSL or DDSL of any concerns they have about any child, including those who are not attending school.

This will include making a dated (including the day), timed and signed record of what has been disclosed or noticed, said or done and report to the Designated Safeguarding Lead in the school.

Senior staff will continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

Our DSL or a deputy DSL will be available during the school day, either on site or available by phone and/or online video. We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a member of the Middle Leadership team will be designated to respond on site to safeguarding concerns. The name and contact details will be shared with staff by email as appropriate.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the middle leader) 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 DSL and deputies will provide support to teachers to ensure that contact is maintained with children (and their families) who are not attending school.

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:

- Department for Education
- 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

Teachers will continue to complete the class registers via Sims in the Classroom for those children who are expected to be in school. Where pupils are not expected to be in school due to the National Lockdown the register will be marked with an X. Children for whom on-site provision is being provided should be recorded in line with the normal school attendance requirements.

The Senior Leadership Team and social workers will agree with parents/carers whether children in need should be attending school – we will then follow up on any pupil that we were expecting to attend, who does not. In these cases we will:

- Follow up on their absence with their parents or carers, by phone
- Notify their social worker, where they have one
- If contact cannot be made, the DSL or a deputy DSL will be informed.
- The DSL or a deputy will attempt to contact the parents through various methods, such as telephone, email or by contacting a relative in the first instance.
- If contact cannot be made or if the DSL or a deputy DSL deems it necessary, we will undertake a home visit or ask an appropriate agency to do so.
- A risk assessment will be carried out before any such visit is made to ensure staff and the family are not put at risk.

We will continue to submit the Department for Education's daily online attendance form.

We will remind parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. We will email parents and carers to remind them to update us with any changes to contact details.

We will remind parents of children who have been assigned a place in school to telephone the school to leave a message on the ansaphone if their child is unexpectedly absent.

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 will remain vigilant to the signs of peer-on-peer abuse and will continue to follow the process set out in our Safeguarding/Child Protection Policy, both for children still 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. Staff will continue to follow the process set out in our Safeguarding/Child Protection Policy

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 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.

The DSL (and deputies) have the flexibility to offer a place to those on the edge of receiving children's social care support. These might include (but not limited to) children who have previously had a social worker, or who haven't met the threshold for a referral but where staff have raised concerns. Where the DSL has identified a child to be on the edge of social care support, or who would normally receive additional pastoral support in school, they will ensure that a communication plan is in place to support that child.

Details of that plan will be recorded in the safeguarding file for that child. It will be reviewed regularly to ensure it remains current during these measures.

If these children are not attending school, we will put a contact plan in place, as explained in section 10 below.

10. Contact plans (see appendix 1)

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

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate
- They are not engaging with remote learning

Contact plans will set out

- How often the school will make contact – this will be at least once a week
- Which staff member(s) will make contact – as far as possible, this will be staff who know the family well
- How staff will make contact – this will be over the phone, doorstep visits, or a combination of both

We have agreed these plans with children's social care where relevant, and will review them monthly, or more often if needed, during the response to Covid19.

If we can't make contact, we will contact children's social care - First Response. We will contact the police if the need arises.

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. Our IT support company is available via phone or email and are able to work remotely on the school's IT systems.

If this support is unavailable we will seek assistance from the LA or other schools.

We will continue to ensure any use of online learning tools and systems is in line with privacy and data protection requirements

Staff will continue to follow the process for online safety set out in our Child Protection Policy.

12.2 Outside school

Staff who interact with children online will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member will follow the approach set out in this addendum and report that concern to the DSL or to a deputy DSL.

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.

12.3 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 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

13. 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.

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 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.

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

14.3 Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements. All staff will be issued with a copy of this addendum and the April 2020 addendum to 'Guidance for safer working practice for those working with children and young people in education settings'. This addendum only highlights sections or areas where specific changes or additions are required during the pandemic.

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

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

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

There is no requirement to obtain a new DBS check for returning staff who have continued to be employed but have not been working in regulated activity during partial school closures. If for any reason the school or college have concerns about the individual, they may obtain a new check in the usual way.

14.4 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.

We will update the single central record to record

- Staff 'on loan'
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

15. Children from other settings attending Badgerbrook

Where children from other settings are required to attend our school, we will make sure the other school provides our DSL and deputies and/or Special Educational Needs co-ordinator with any relevant welfare and child protection information. If none of these is available a senior member of staff will take responsibility.

This will include::

- 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 (for looked after children)

The DSL will undertake a risk assessment based on the information received, considering how risks will be managed and which staff needs to know the information

Ideally this will happen before a child arrives but where that is not possible it will happen as soon as reasonably practicable.

16. 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

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child attends the alternative setting if possible, and otherwise as soon as practical afterwards.

17. Monitoring arrangements

This policy will be reviewed as guidance from the LA or DfE is updated, and as a minimum each half term by the designated senior leader or a deputy. At every review, it will be approved by the full governing board.

18. Links with other policies

This policy links to the following policies and procedures:

- Child protection policy
- Staff code of conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy
- Anti-bullying policy
- Whistleblowing policy

Appendix 1

Contact procedures

1. Once a week, if the child is at home and has not engaged with remote learning, a DSL will telephone each vulnerable child and their parent to 'check in' with them. (This may be twice weekly, if we feel that a child/family may need extra support in addition to a once weekly call- it will be down to the discretion of the DSL)
2. The calls are transcribed in note form on a parent discussion/home school contact form.
3. In the event that we have not been successful in contacting the parent, we will inform them that we will be doing a doorstep, 'safe and well check'. (with social distancing measures observed).
4. This information will be shared between DSLs when needed, so whoever is lead in school, is aware of contact made to each child's home.

It is made clear to every parent that they can contact the school at any time for support.