



## CHILD PROTECTION COVID-19 ADDENDUM

**Updated:** September 2020

**Review:** Every 3-4 weeks or in response to changes in legislation/ DSCB operating procedures

**Proposed by the Head Teacher:** Mrs. R. Jordan

**Approved by Governing Body:** Mrs. R. Dalgleish (Chair of Governors)

**Linked documents:** [Child Protection Policy](#)

*Our vision is for all children to be safe, happy and learning. We deliver this vision through clear aims that are underpinned by our school commitments.*

## safe – happy – learning

### We value:

working Together

happiness

achieving our potential

fairness and equality

kindness

safety and security

### Our aim is for every child to:

- feel safe and secure at all times and to know that the adults in school will help them if they are worried, frightened or feel unsafe;
- be an independent, resilient learner who sees mistakes as an opportunity to learn, is not afraid to try and seeks help when they need it;
- be an excellent communicator: able to listen and understand, speak with clarity and with a broad vocabulary;
- be a reader: finding pleasure in books and reading and with the skills to read fluently and accurately and to understand a range of texts;
- be a writer: writing fluently and with detail for a specific purpose and an understanding of the audience, using and applying a range of skills;
- be a mathematician: solving problems in a range of contexts by applying fluent knowledge and recall of number facts;
- develop the knowledge, skills and understanding of scientists, artists, designers, geographers, historians, linguists, musicians and performers;
- value being physically active and healthy;
- have the skills required to thrive in a technological age;
- be self-aware, emotionally intelligent and accepting of others, showing kindness and respect and an understanding of differences;
- acquire the skills and desire to contribute positively to the wider community.

### Our commitment is to provide every child with:

- a school that is well led and managed by a strong team of leaders and governors;
- school staff who will keep them safe and who know what to do to protect them from harm;
- a sense of justice and knowledge of right and wrong;
- high-quality teaching from skilled professionals;
- teachers and support staff who have opportunities to grow and develop, extending their own expertise through training and development;
- access to specialist services to support additional needs;
- buildings and grounds that are safe, welcoming, clean and tidy;
- a learning environment that promotes and supports active learning;
- challenges that stretch and encourage higher-order thinking, team work and creativity;
- exciting and stimulating resources that encourage the acquisition and deepening of knowledge, understanding and skills across the curriculum;
- enrichment opportunities, including after-school clubs, exciting trips and visitors to broaden their experience of the wider world;
- a voice – where their views and opinions matter and are listened to;
- opportunities for their parents and carers to spend time in school and be involved in school activities;
- the chance to try new things and have a go, developing the resilience that will prove valuable throughout life;
- ambitions and aspirations;
- a 'can do' attitude, and the 'powers' for lifelong learning and success.

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## Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Kate Parkes	<a href="mailto:kparkes@thorns-p.dudley.sch.uk">kparkes@thorns-p.dudley.sch.uk</a>
Deputy DSL	Rebecca Jordan Karen Cartwright Sarah Westwood	<a href="mailto:rjordan@thorns-p.dudley.sch.uk">rjordan@thorns-p.dudley.sch.uk</a> <a href="mailto:kcartwright@thorns-p.dudley.sch.uk">kcartwright@thorns-p.dudley.sch.uk</a> <a href="mailto:swestwood@thorns-p.dudley.sch.uk">swestwood@thorns-p.dudley.sch.uk</a>
Designated member of senior leadership team if DSL (and deputy) can't be on site	Kim Bennett	<a href="mailto:kbennett@thorns-p.dudley.sch.uk">kbennett@thorns-p.dudley.sch.uk</a>
Head Teacher	Rebecca Jordan	<a href="mailto:rjordan@thorns-p.dudley.sch.uk">rjordan@thorns-p.dudley.sch.uk</a>
Local Authority Designated Officer (LADO)	Yvonne Nelson-Brown	01384 813110 <a href="mailto:allegations@dudley.gov.uk">allegations@dudley.gov.uk</a>
Chair of Governors	Rebecca Dalglish	01384 818312

## 1. Scope and definitions

This addendum applies from the start of the autumn term 2020. It reflects updated advice from our 3 local safeguarding partners and Dudley local authority.

It sets out changes to our normal Child Protection Policy in light of coronavirus, and should be read in conjunction with that policy. Unless covered here, our normal Child Protection Policy continues to apply.

This addendum is subject to change, in response to any new or updated guidance the government may publish. We will keep it under review as set out in section 15 below.

In this addendum, where we refer to measures to protect pupils who are at home, this means those who are learning at home for reasons to do with coronavirus – for example, due to clinical and/or public health advice, such as if there's a local lockdown or if they need to self-isolate.

In this addendum, where we refer to vulnerable children, this means those who: have an allocated social worker, EHCP or are otherwise identified by school as requiring additional care, support and monitoring. The DfE's [now-withdrawn COVID-19 safeguarding guidance](#), defines them as:

- Are assessed as being in need, including children:
  - With a child protection plan
  - With a child in need plan
  - Looked after by the local authority
- Have an education, health and care (EHC) plan
- Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:
  - On the edge of receiving support from children's social care services
  - Adopted
  - At risk of becoming NEET ('not in employment, education or training')
  - Living in temporary accommodation
  - Young carers
  - Considered vulnerable by the school and/or LA

## 2. Core safeguarding principles

We will follow the statutory safeguarding guidance, [Keeping Children Safe in Education](#) 2020

We will always have regard for these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should act on it immediately
- A designated safeguarding lead (DSL) or deputy should 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, including supply, 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 at school and those at home.

Concerns must be recorded on CPOMS and reported to a DSL (as per CP Policy).

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 (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.

If our DSL (or deputy) can't be on site, they can be contacted remotely on their mobile phones. All staff have their numbers.

On the very occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be Kim Bennett. You can contact them calling school on 01384 818285.

The senior leader will be responsible for liaising with our off-site DSL (or deputy) to make sure they (the senior 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

#### 5. Working with other agencies

We will continue to work with children's social care, with virtual school heads for looked-after and previously looked-after children, and with any other relevant safeguarding and welfare partners, to help keep children safe.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our 3 local safeguarding partners
- 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

We will resume taking our attendance register. We will also follow [guidance](#) from the Department for Education on how to record attendance and what data to submit.

All pupils of compulsory school age will be expected to attend school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is unable to attend because of clinical and/or public health advice, is absent for a necessary religious observance).

Where any child we expect to attend school doesn't attend, or stops attending, we will:

- Follow up on their absence with their parents or carers: Sarah Westwood, Family Support Worker, will call home
- Notify their social worker or Family Support Worker, where they have one

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

#### 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, supply teacher 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/supply teachers/volunteers working on site or remotely.

Rebecca Jordan, Head Teacher, is the contact for such concerns. Rebecca Dalgleish, COG, should be contacted with concerns about the Head Teacher.

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 other children who we have safeguarding concerns about, for circumstances where the child is at home.

We have a risk assessment in place that identifies each vulnerable child and sets 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 half-terminally or in response to any change in circumstances etc.

If we can't make contact, we will contact the relevant family centre, children's social care or the police.

## **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.

### **10.1 Children returning to school**

The DSL (or deputy) will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before children return.

If required, they will also liaise with the school nurse(s) to gather relevant information about any support provided by school nursing services while children have not been in school.

The DSL (and deputy) will be given time to support staff and children regarding new concerns (and referrals as appropriate) as children return to school.

Staff and volunteers will be alert to any new safeguarding concerns as they see pupils in person.

## **10.2 Children at home**

The school will maintain contact with children who are at home. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary they will use personal phones but they will withhold their personal number.

Staff and volunteers 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

## **11. Online safety**

### **11.1 In school**

We will continue to have appropriate filtering and monitoring systems in place in school.

If IT staff are unavailable, our contingency plan is to contact RM.

### **11.2 Outside school**

Where staff are interacting with children online, they will continue to follow our existing Code of Conduct.

Where learning is being delivered remotely, staff will not communicate with children/families other than via the school website and agreed systems e.g. specially created email accounts (e.g. foxes@thorns-p.dudley.gov.uk) or Purple Mash. Staff must not transmit 'live' videos. If recording a video, e.g. reading a story, ensure the background is plain and free from anything identifying where you live, information about you and your family etc.

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.

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.

### **11.3 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, where relevant, 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 teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

## **12. Mental health**

### **12.1 Children returning to school**

Staff and volunteers will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed. Where required, we will work with families and external agencies.

## **12.2 Children at home**

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

We will also signpost all pupils, parents/carers 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.

Staff and volunteers will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures as set out in section 3 of this addendum.

## **13. Staff and volunteer recruitment**

We continue to recognise the importance of robust safer recruitment procedures, so that staff 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.

When carrying out DBS checks and right to work checks, we will follow the latest guidance from the DBS, Home Office and Immigration Enforcement as appropriate (for example, with regards to the process for verifying documents). We will inform candidates about the intended process as soon as reasonably practicable.

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 183-188 of Keeping Children Safe in Education.

## **14. 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 in line with the expectations of Keeping Children Safe in Education.

## **15. Monitoring arrangements**

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or Department for Education is updated, and as a minimum every 3-4 weeks by Kate Parkes, DSL. At every review, it will be approved by the full governing board or COG if delegated.

## **16. 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
- Whistleblowing Policy
- Behaviour Policy