

FIVE RIVERS
Multi Academy Trust



Child protection and safeguarding: COVID-19 addendum

Date:	2 April 2020
To be reviewed:	At least every 4 weeks

Contents

Important contacts	2
1. Scope and definitions	3
2. Core safeguarding principles	3
3. Reporting concerns.....	3
4. DSL (and deputy) arrangements	3
5. Working with other agencies	4
6. Monitoring attendance	4
7. Peer-on-peer abuse.....	4
8. Concerns about a staff member or volunteer	4
9. Support for children who aren't 'vulnerable' but where we have concerns	5
10. Safeguarding for children not attending school	5
11. Online safety.....	6
12. Mental health	7
13. Staff recruitment, training and induction	7
14. Children attending other settings.....	8
15. Monitoring arrangements.....	9
16. Links with other policies.....	9

Important contacts

Designated Safeguarding Leads:

Academy	First named person	Second	Additional CPLOs
Five Rivers Multi Academy Trust	CEO - Rebecca Webb		
Tinsley Meadows	Principal - Deborah Sanderson	Lindsey Wills - Senior Learning Mentor	Tania Macpherson (Deputy Head), Jenna Jina (Assistant Head), Claire Peats (Assistant Head/SENDCO), Esther Bloomer (SENDCO), Julie Mason (Pupil Support Officer), Craig Swift (Learning Mentor)
Abbeyfield	Principal - Helen Best	Kate Abell – Deputy Head, Sabrina Girard - SENDCO	Sam Hobson (Learning Mentor)

Chair of Trust Board: Andy Wynne

Safeguarding Link Trustee: David Sandilands

Sheffield Designated Officer (formerly known as LADO): tel 0114 273 4850,
email lado@sheffield.gcsx.gov.uk

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our 3 local safeguarding partners and local authority (LA).

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 child protection 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](#).

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 should continue to 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 and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

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) are not in school, they can be contacted remotely by mobile phone.

We will keep all school staff and volunteers informed as to who will be the DSL (or deputy) on any given day, and how to contact them.

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 senior leader will take responsibility for co-ordinating safeguarding. This will be the member of SLT who is on the staff rota for that day.

The senior leader will be responsible for liaising with the 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, 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
- 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

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers by telephone
- Notify their social worker, where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

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.

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.

See the key contact sheet for telephone numbers for senior staff, Chair of Trust Board and LADO.

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, for example children who have previously had a social worker, or who haven't met the threshold for a referral but where staff have raised concerns. We will work with parents/carers to do this.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10.1 below.

10. Safeguarding for children not attending school

10.1 Contact plans

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.

These plans set out:

- How often the school will make contact
- Which staff member(s) will make contact
- How they will make contact

We have agreed these plans with children's social care where relevant, and will review them regularly.

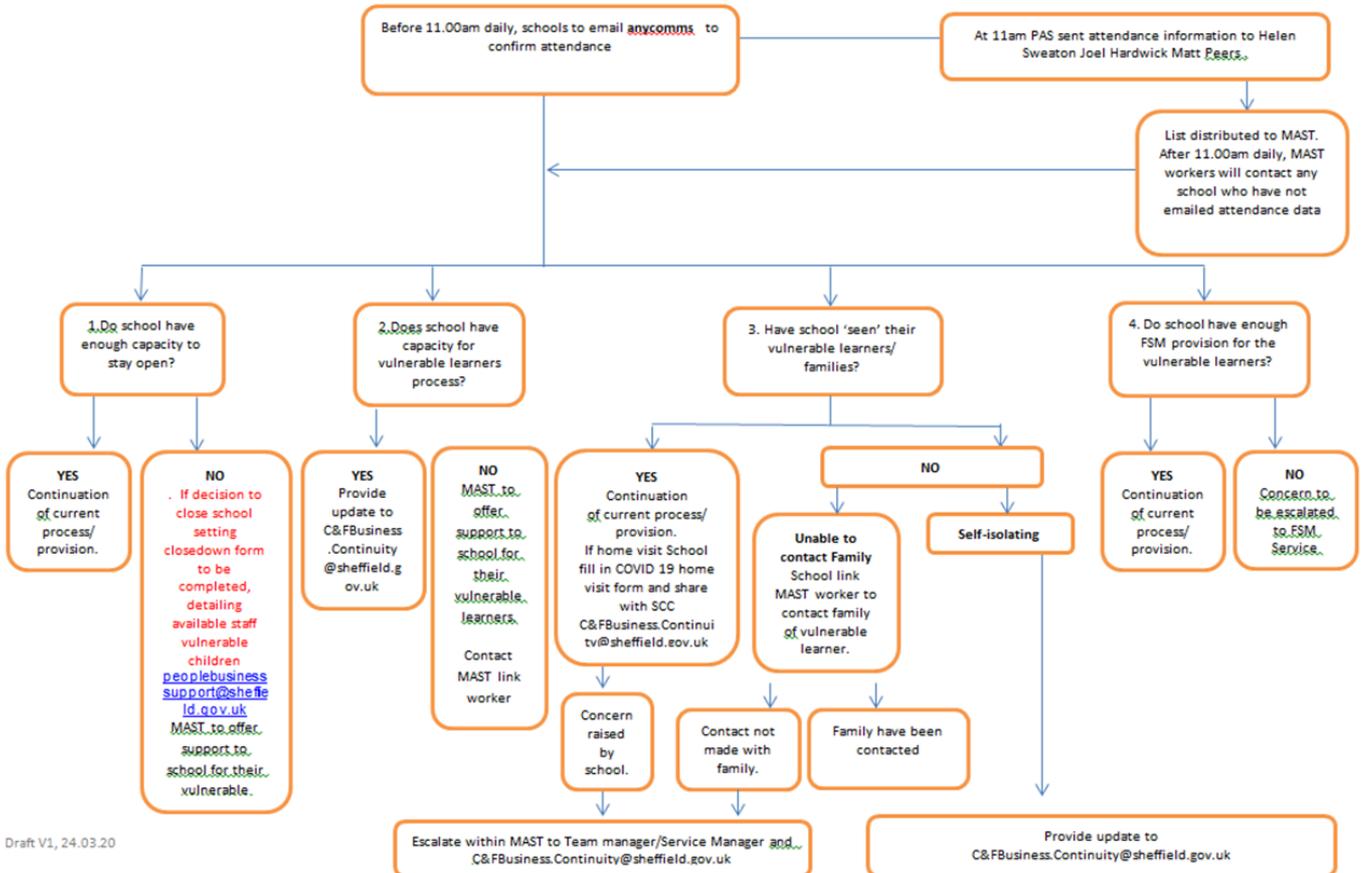
If we can't make contact, we will contact children's social care or the police.

The LA has produced a **vulnerable children daily update form** on which contact made with vulnerable children is recorded and submitted to the LA.

Vulnerable children, schools daily contact process

The LA has produced the following flowchart to support schools to ensure that safeguarding remains effective:

Vulnerable Children, Schools Daily Contact Process 25/3/20



Draft V1, 24.03.20

10.2 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 particular, children are likely to be spending more time online (see section 11 below).

11. Online safety

11.1 In school

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

The Trust has a contract with XMA to provide IT support. Provision for if IT staff are unavailable is covered in XMA's service level agreement.

11.2 Outside school

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

Contact with children should be made via SLT, or if staff are on the rota to be in school on a particular day they may make contact via the school landline rather than using their personal phones. Any concerns will be logged on CPOMS which will alert SLT and safeguarding teams.

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.

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 – messages go out to families to remind them to monitor their children’s usage.
- › 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. All school platform providers are secure. Staff are advised to regularly check any content they put on websites to ensure it is not being hacked.
- › 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 a form of support for identified pupils who have been accessing mental health support in school.

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.

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. HR staff from the ‘loaning’ school should liaise with the FRMAT HR Manager.

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
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1
- A plan of fire exits/fire evacuation procedure (updated in light of some areas of school being out of bounds)

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
- A copy of our key contact sheet with staff photos
- Confirmation of local processes
- Confirmation of DSL arrangements
- A checklist, to be signed by the 'on loan' staff member and a FRMAT representative, to confirm that every document on this list has been received and understood. The 'on loan' staff member should also provide details of their own Head Teacher and Safeguarding Lead. This checklist may be found at the end of this document.

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.

We will use paper signing in sheets for staff as well as paper registers for children during this period. The signing in sheets will be kept at reception along with details of the fire evacuation procedure.

We will log:

- Everyone working or volunteering in our school each day, including staff 'on loan'
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere.

In the event of a lockdown procedure needing to be initiated, this will be led by the senior leader in school on that day.

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, 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 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, the LA or DfE is updated, and as a minimum every 4 weeks by the Executive Leadership Team. At every review, it will be approved by the full trust board.

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
- Staff recruitment and selection policy
- Stay safe policy
- Whistleblowing policy
- Anti-bullying policy
- Mental health policies (for staff and children)

List any other related policies and procedures that the school has here – for example, whistle-blowing or anti-bullying, if you have these separately.



Checklist for 'on loan' staff members

I confirm that I have received and understood the following documents:

- FRMAT safeguarding induction
- FRMAT child protection policy (and this addendum)
- Keeping Children Safe in Education part 1
- Plan of fire exits/fire evacuation procedure
- Key contact sheet with staff photos
- Confirmation of local processes
- Confirmation of DSL arrangements

Name of school from which I am on loan:	
Telephone number of school:	
Name of Head Teacher/Principal	
Email of Head Teacher/Principal	
Tel no if different to above:	
Name of Safeguarding Lead	
Email of Safeguarding Lead	
Tel no if different to above:	

Signed: Date:

Signed for FRMAT: Date: