

Covid 19 Appendix to Child Protection and Safeguarding Children Policy April 2020

This appendix has been agreed and adopted by the Governors.

Date: 18/05/2020 Signed by the Chair of Governors: Bruce MacInnes

This Appendix is based on the model provided by Lambeth Schools Safeguarding team and reflects the recent guidance issued by the DfE. It reflects the way schools and colleges are currently operating in response to coronavirus (COVID-19). Whilst recognising this is fundamentally different to normal operations there are important safeguarding principles that remain the same.

Child protection policy

This appendix reflects any changes to procedures in the Child Protection and Safeguarding Policy in response to COVID-19. It is recognised that this Appendix is kept under review as circumstances continue to evolve.

Designated safeguarding leads (DSLs)

Our new rotas include a trained DSL or deputy on site. In addition the DSL trained Executive Headteacher/Head of School/Federation Business Manager or Better Start Area Manager will be available by telephone for support if needed.

In addition, Sarwan Singh Jandu, the local authority's schools safeguarding manager will be acting as the on-call DSL for the duration of the crisis.

The DSL on-site and on-call will be made clear to all staff via the Covid 19 spreadsheet and displayed to staff in each setting.

It is acknowledged that DSL training is very unlikely to take place during this period. 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.

Vulnerable children

Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and Virtual School Headteachers will continue to work with vulnerable children in this difficult period and support these children to access this provision. There is an expectation that children with a social worker will attend provision, unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child. Heads of Schools have considered risks and made decisions about vulnerable children in liaison with parents/carers and other professionals involved with children regarding the safest place for children to be during this period which have been recorded. Ongoing notes will be kept of any contacts or issues regarding these families.

Attendance

Local authorities and schools do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. Schools and social workers have agreed with families whether children in need should attend school, each school will then follow up on any child that they were expecting to attend, who does not. Individual arrangements for relevant children will be clearly detailed for all DSLs so that appropriate action is taken, given that some children are attending another setting.

To support the above, schools will ensure that parents and carers emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the school will notify their social worker.

The department has introduced a daily online attendance form to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the department on the number of children taking up places. This is being completed.

Staff training and safeguarding induction

Where new staff are recruited, or new volunteers enter the schools or children's centres, they will continue to be provided with a safeguarding induction. An up-to-date child protection policy with this Appendix will support this process as will part 1 of KCSIE.

The existing school staff may move between schools in the Federation on a temporary basis in response to COVID-19. The receiving school should judge, on a case-by-case basis, the level of safeguarding induction required. In most cases, the existing staff will already have received appropriate safeguarding training and the safeguarding policy is the same across all Federation schools. Any confirmation of local processes and confirmation of DSL arrangements will be shared.

Children moving schools and colleges

For looked-after children, any change in school will be in consultation with:

Katie Tilley

Early Years and Primary Consultant, Lambeth Virtual School

Direct Line: 020 79261051

Mobile: 07785 694594

Email: ktilley1@lambeth.gov.uk

The receiving school will have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable.

Safer recruitment/volunteers and movement of staff

Where new staff or volunteers are recruited, the relevant safer recruitment processes will be followed, including, as appropriate, relevant sections in part 3 of KCSIE. 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 any volunteers are taken on, normal checking and risk assessment processes will be carried out as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Regarding members of the school staff already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check is required if that member of staff temporarily moves to another school to support the care of children.

We will continue to follow our legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRAs 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 our schools are aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out,

especially for anyone engaging in regulated activity. Staff from other settings will be checked to confirm their SCR entry is complete. Jackie Edwards is the contact for information regarding Holmewood, Maytree and Triangle staff, Sarita Herm for Effra and Sarah Ros for Ethelred.

The single central record (SCR) will be kept up-to-date as outlined in paragraphs 148 to 156 in KCSIE.

Mental health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Teachers should be aware of this in setting expectations of children's work where they are at home. Where they are providing for children of critical workers and vulnerable children on site, schools and colleges should ensure appropriate support is in place for them.

The DfE, guidance mental health and behaviour in schools, sets out how mental health issues can bring about changes in a young person's behaviour or emotional state which can be displayed in a range of different ways, and that can be an indication of an underlying problem.

Children and online safety away from school and college

The department is providing separate guidance on providing education remotely. It will set out 4 key areas that leaders should consider as part of any remote learning strategy. This includes the use of technology. Recently published guidance from the UK Safer Internet Centre on safe remote learning and from the London Grid for Learning on the use of videos and livestreaming could help plan online lessons and/or activities and plan them safely.

The starting point for online teaching will reflect the same principles as set out in the school's or staff Code of conduct and Acceptable use of digital technology policy which includes information about staff/child/parent/carer relationships and communication including the use of social media.

We will ensure that any use of online learning tools and systems are in line with privacy and data protection/GDPR requirements.

Where appropriate the schools will signpost children/parents/carers to appropriate practical support from the [UK Safer Internet Centre](#) - to report and remove harmful online content.

We will be in regular contact with parents and carers. Those communications should be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

Please refer to the [Safeguarding Key Contacts](#) List displayed on Yellow Paper.