

Child protection and safeguarding: COVID-19 addendum

ACKWORTH SCHOOL

Approved by: [Name] **Date:** 5th April 2020

Last reviewed on: 5th April 2020

Next review due by: As required in Covid 19 Pandemic School Closure

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Important contacts

| ROLE | NAME | CONTACT DETAILS |
|--|--|--|
| Assistant Deputy Head Designated Safeguarding Lead (DSL) | Lynda Barker | Lynda.barker@ackworthschool.com 01977 233619 |
| Deputy DSL | Sam Baker – Deputy Head Sally Slater – Head of Coram House Ben Barker – Head of Nursery | Sam.baker@ackworthschool.com Sally.slater@ackworthschool.com Ben.barker@ackworthschool.com |
| Other DSL trained staff who could be available Lynne Ward Dan Jones | Head of Autism Resource Pastoral and Academic Leader | Lynne.ward@ackworthschool.com Daniel.jones@ackworthschool.com |

| ROLE | NAME | CONTACT DETAILS |
|--|--|--|
| Designated member of senior leadership team if DSL (and deputy) can't be on site | Anton Maree Head Teacher Jeffrey Swales Deputy Head | Anton.maree@ackworthschool.com Jeffrey.swales@ackworthschool.com |
| Headteacher | Anton Maree | Anton.maree@ackworthschool.com |
| Local authority designated officer (LADO) | Marie Pettman | Complete a referral form link and email to lado.referrals@wakefield.gov.uk |
| Chair of Governors-Committee | David Bunney | |

Updates are being received from our 3 local safeguarding partners and will be reviewed daily to ensure we meet the needs of our children. Our 3 safeguarding partners are West Yorkshire Police: District Commissioner Wakefield Council: The Corporate Director of Children and Young People's Services, Wakefield Clinical Commissioning Group: Chief Nurse— précis - exemplar below

Such change requires a herculean effort. Through the efforts and commitment of LA Officers and Leaders in schools and academies around the district, we are making good headway. Around 1000 pupils have been in childcare across the District; thanks to the staff who are making this possible; we should take a moment to thank personal support networks. With the frantic flurry of activity we often forget it is those who support us that make what we do, possible.

Daily phone calls to schools are made to have accurate information on pupil numbers. However, it is just as important that we continue to feel connected to the school and academies in the district and available to offer help and support where we can.

As the numbers of pupils have begun to stabilise over the past few days, many leaders have begun to think about the realities and logistics of opening schools for very few pupils. Some pyramids and trusts are well advanced in their plans, as are some individual schools. Moving forward colleagues will be asking about schools' plans as part of the morning pupil numbers calls.

There are no plans for the LA to impose closures, moth-balling or temporary amalgamations of schools. It is believed that leaders are best placed to make these decisions. There is no expected model or blue print for this but there needs to be a plan to ensure childcare for the children of key workers and vulnerable children should a school be in a position when it can no longer remain open. We do not expect this at Ackworth

School will contact the LA if we feel we are getting to this position. It is important that we continue to support key workers; particularly those in the NHS.

Pupils who require FSM – non currently at Ackworth are being catered for with vouchers. We have supported food provision for vulnerable families and will continue to do so where possible.

Government Guidance:

Coronavirus (COVID-19): guidance on vulnerable children and young people Change made: Updated guidance to include additional information on children with education health and care (EHC) plans and children in alternative provision (AP) settings. Time updated 8:00pm, 25 March 2020.

COVID-19: guidance for educational settings updated 25th March 2020

What are local authorities responsible for?

Local authorities are responsible for coordinating a response to the new arrangements. Working with education settings (including academies and the independent sector), they should use the critical worker list and the definition of vulnerable children to support schools and trusts to ensure that there is sufficiency of places for children of critical workers and vulnerable children.

We continue to offer support for children of critical workers and children who are vulnerable; daily review takes place to know we are aware of changing needs.

Local authorities are also responsible for monitoring demand and capacity. This may involve working with schools to provide places in alternative settings if necessary, and supporting residential special schools, alternative provision and other special settings to remain open, wherever possible. When you are contacted by an LA Officer for an update with regard to current numbers of children and staff please cooperate; we realise how busy you are but we will need this vital information on a daily basis.

We have updated numbers daily.

They are also responsible for supporting trusts and schools to assess the risks for children and young people whose education, health and care (EHC) plans they maintain and ensuring those children are safely cared for whether at school/college or at home.

We have allocated key points of contact for each locality. These advisors will be your initial point of contact to discuss school place planning and rationalisation of provision.

Wakefield Central & North West

- Locality Service Manager - Esther Beresford (eberesford@wakefield.gov.uk)
- Children First Hub Manager - Jen Smith (jennifersmith@wakefield.gov.uk)
- School Improvement Advisor - Simon Ashby (simonashby@wakefield.gov.uk)

South West

- Locality Service Manager - Esther Beresford (eberesford@wakefield.gov.uk)
- Children First Hub Manager - Jen Smith (jennifersmith@wakefield.gov.uk)
- School Improvement Advisor - Rachel Redfearn (rredfearn@wakefield.gov.uk)

Normanton & Featherstone

- Locality Service Manager - Jenny Smith (jsmith@wakefield.gov.uk)
- Children First Hub Manager - Helen Challenger (hchallenger@wakefield.gov.uk)

School Improvement Advisor - Sarah Wright (sawright@wakefield.gov.uk)

South East

Locality Service Manager - Jenny Smith (jsmith@wakefield.gov.uk)

Children First Hub Manager - Helen Challenger (hchallenger@wakefield.gov.uk)

School Improvement Advisor - Julie Mills (jmills@wakefield.gov.uk)

Castleford & Airedale

Locality Service Manager - Jane Wood (jewood@wakefield.gov.uk)

Children First Hub Manager - Karen Wilkinson (karenwilkinson@wakefield.gov.uk)

School Improvement Advisor - Rachel Redfearn (rredfearn@wakefield.gov.uk)

Pontefract & Knottingley

Locality Service Manager - Jane Wood (jewood@wakefield.gov.uk)

Children First Hub Manager - Karen Wilkinson (karenwilkinson@wakefield.gov.uk)

School Improvement Advisor - Sarah Wright (sawright@wakefield.gov.uk)

Ackworth will also have contact across other authorities should risks arise for pupils who live outside the Wakefield District

FAQsCovid19Schools@wakefield.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 West Yorkshire Police – District commander, Wakefield Council – The corporate Director of Children and Young People Service, Wakefield Clinical Commissioning Group: Chief Nurse and local authority (LA) Wakefield – however as an Independent School we have children from different authorities who may be vulnerable particularly our Autism Resource Children. Contact is maintained with the families and local authorities responsible for these children.

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 \(KCSIE\)](#) September 2019

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.

During school closure staff understand that they must adhere to the following which has been sent to all staff in an email 20th March 2020 and given as an instruction by word of mouth 20th March 2020:

- During this time where we will not necessarily see our most vulnerable children for what could be a substantial period of time, it is important that we can still share concerns and know that these will be actioned
- In your communication with pupils they may choose to share concerns with you (make a disclosure). As with our normal practice if these concerns in any way indicate that the child is at risk you must send this information through immediately
- You can record these concerns on the safeguarding form – please save a blank copy to your own files. They are also available in staff resources. Remember to complete the form with all the essential details requested and send as an attachment. Please ask for a read receipt and flag it with high importance.
- • Designated Safeguarding Lead DSL Lynda.barker@ackworthschool.com
- • If I am unavailable for any reason please send to sam.baker@ackworthschool.com
- • Coram Pupils please send to sally.slater@ackworthschool.com
- • If Sally is unavailable please send to ben.barker@ackworthschool.com
- If I am unavailable Autism Resource concerns lynne.ward@ackworthschool.com

- › Many pupils may feel very uncertain and worried about any number of things. As normal I would rather you sent me 20 referrals, 19 of which do not require further action but the 1 that does will then get the required support.
- › Do not act in isolation.
- › You all have a copy of Part 1 Keeping Children Safe in Education Sept 2019 (KCSIE) both hard copy and as an email attachment

Some families will be under immense pressure as the longer term effects of Covid 19 are felt. We know this will create financial and emotional stress; families will be living in very close proximity for extended periods of time which will create additional pressure. In such situations the potential for family breakdown, domestic abuse, hardship and increased vulnerability in this period of uncertainty become a reality.

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

Lynda Barker Assistant Deputy Head Designated Safeguarding Lead (DSL)

On site during the school day – Sam Baker Deputy Head; Anton Maree Head; Jeffrey Swales Deputy Head – all live on site – Sam Baker is designated in the absence or unavailability of DSL Lynda Barker

If our DSL or deputy is not available on site they can be contacted by email or telephone as noted above

We have capacity in school to cover DSL and Deputy absence as indicated above

We will keep all school staff and volunteers informed by email in daily bulletin 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 Sally Slater / Anton Maree/ Jeffrey Swales you can contact them by email :

Sally.slater@ackworthschool.com

Anton.maree@ackworthschool.com

Jeffrey.swales@ackworthschool.com

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
- › Maintain contact with boarding staff to ensure safety and well being of boarding pupils who may have returned to 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. Currently this does not apply to Ackworth – April 9th 2020

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

The following guidance is currently in place:

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 phone contact and email
- 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. We will ask parents and carers to check our contact details are up to date by email.

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

Staff will note concerns and pass through to DSL and Pastoral and Academic Leaders to action communication to families where appropriate to ensure we can investigate fairly and take action to safeguard.

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.

With the use of online teaching staff have been given the following instruction:

There are also considerations which you need to be aware of relating to delivery of teaching through web cam / video calls which are live or recorded for pupil use:

Safeguarding issues to consider in the event of live/ recorded teaching through webcams or other electronic mediums:

- These should be group sessions only, absolutely no 1:1s if live
- Staff and children must wear suitable clothing, as should anyone else in the household – we are asking for smart casual clothing to be worn – jackets but not ties
- Any computers used for filming or streaming by staff or children should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background no personal details should be visible e.g family photographs
- The live class should be recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day
- Language must be professional and appropriate, including any family members in the background

1:1 Live Communication

Staff have been made aware that this should not be the norm. However:

- Parents have been asked if they will give permission agreeing that they will be present and seen on screen throughout the 1:1
- No 1:1 will be allowed unless the agreed permission has been received
- Permission for this has been recorded in ISAMS
- If parents cannot be seen the lesson will be terminated immediately

This will protect pupils and staff from potential allegations

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.

We have identified children who we have concerns about relating to family circumstances:

- Mental health and well being (those usually having support from our mental health and well being practitioner)
- Children with vulnerable health
- Children with vulnerable family members
- Children with poor attendance
- Children whose family may be under pressure due to change in circumstances

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- weekly and more often where issues are heightened
- › Which staff member(s) will make contact key workers of pupils in Autism Resource, Form Tutors, PALS and SMT – DSL- we aim to cover all families regardless of known vulnerability to ensure we are aware of all pupils.
- › How they will make contact – email – phone call weekly
- › Log of contacts centralised in school on ISAMS – Rewards and Conduct – Contact to Pupil – Contact to Parents

We have agreed these plans with children's social care where relevant, and will review them each half term. If we can't make contact, we will contact Children's Social Care in the local area, Education Welfare for advice and support. Children Missing in Education Team

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.

If IT staff are unavailable, our contingency plan is to contact North Yorkshire Schools ICT, who provide backup support for the School computer systems. Schoolsict@northyorks.gov.uk | 01609 536086

11.2 Outside school

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

There are also considerations which you need to be aware of relating to delivery of teaching through web cam / video calls which are live or recorded for pupil use:

Safeguarding issues to consider in the event of live/ recorded teaching through webcams or other electronic mediums:

- These should be group sessions only, absolutely no 1:1s if live- unless permission has been received and parents rate present on screen.
- Staff and children must wear suitable clothing, as should anyone else in the household – we are asking for smart casual clothing to be worn – jackets but not ties
- Any computers used for filming or streaming by staff or children should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background no personal details should be visible e.g family photographs
- The live class should be recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day
- Language must be professional and appropriate, including any family members in the background

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
- › 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

Parents have received communication from school highlighting contacts and where to get help and advice including monitoring online communication and CEOP

WWW.CEOP.POLICE.UK

- › Are you worried about online sexual abuse or the way someone has been communicating with you online?
- › Make a report to one of CEOP's Child Protection Advisors
- › Should I make a report to CEOP?
- › If you're worried about online abuse or the way someone has been communicating online, let CEOP know.
- › What happens when I make a report?
- › One of our experienced Child Protection Advisors will be there to make sure you get the help that you need.
- › How can CEOP help me?
- › Online abuse affects many children and young people every day, CEOP has helped thousands of people in need of support.
- › Make a report
- › If you have been a victim of sexual online abuse or you're worried this is happening to someone you know, let us know safely and securely
- › Childline
- › Are you being bullied
- › If you are being bullied, or you are not ready to make a report to CEOP, you can talk to Childline anonymously online or on the phone - No worry is too big or too small
- › Visit Childline – CHILDLINE.ORG.UK 08001111
- › Looking for further information
- › Use the links to find a range of information about keeping yourself or a child you know safe from child sexual exploitation

12. Mental health

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

We have also signposted 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. We have updated our Learning and Teaching Remote Learning Guidance to reflect the changing expectations.

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. Should this be necessary Joanne Colley HR will have responsibility for this.

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

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

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 the daily bulletin update to log who is on site each day.

- 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

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 three weeks by Lynda Barker Assistant Deputy Head Designated Safeguarding Lead during the period of school closure. At every review, it will be approved by the safeguarding lead for committee and committee chair.

16. Links with other policies

This policy relates to the following policies and procedures:

- Child protection policy
- Staff – Code of Conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy