



CHILD PROTECTION AND SAFEGUARDING: EMERGENCY PLAN FOR SCHOOL CLOSURE

Owner	Approval	By Whom	Review
Giles Academy	April 2020	Mr R Cowern	

CONTENTS

Important contacts	Error! Bookmark not defined.
1. Scope and definitions.....	2
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	5
8. Concerns about a staff member or volunteer	5
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.....	6
13. Staff recruitment, training and induction	7
14. Children attending other settings	8
15. Monitoring arrangements.....	8
16. Links with other policies	8

IMPORTANT CONTACTS

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Katie Belcher	KBelcher@gilesacademy.co.uk
Deputy DSL	Sam Pell	SPell@gilesacademy.co.uk
Other contactable safeguarding officers:	Louise Wesley Jo-Ann Whitehead	LWesley@gilesacademy.co.uk JWhitehead@gilesacademy.co.uk
Local authority designated officer (LADO)		01522 554672

1. SCOPE AND DEFINITIONS

This addendum applies during a period of school closure (COVID-19) and reflects updated advice from local safeguarding partners and the local authority.

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 is 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.

CPOMS should be used as normal.

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.

The DSL for each school will always be available for contact and will monitor CPOMS remotely. They will always be available for contact in any safeguarding emergency.

If a DSL (or deputy) is unavailable, each school, has a lead for the day who will contact the DSL or refer to the school pastoral lead.

We will keep all school staff informed as to who will be the DSL (or deputy) on any given day, and how to contact them. All information is stored centrally for all staff to see and will be updated weekly to reflect working practice.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children are.

On occasions where there is no DSL or deputy on site, a safeguarding officer will take responsibility for co-ordinating safeguarding (school lead). This will be publicised to all.

The safeguarding officer 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
- Complete all registers and the follow up calls for any non-attending (first day calling procedure)
- Liaise with the pastoral lead regarding weekly communication of all vulnerable students

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:

- 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 completing the first day calling
- 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. Each attending student has a file set up with relevant key information including a return from parents/carers ensuring this is up to date and current.

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, using the CPOMS system.

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, following the guidance set out in the main safeguarding 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. All schools in the Trust will monitor and make weekly contact with all identified students; students previously involved with social care/students who have been identified by the pastoral team due to any concerns raised/students who raise any concerns via the SMH or pastoral communication. The pastoral staff use a RAG rating system to identify students across all cohorts, this is then used to prioritise calls weekly.

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
- Support with food vouchers

We have agreed these plans with children's social care where relevant and will review them periodically or when circumstances change.

If we can't make contact, we will use the communication structure set out for each student. For example, contacting children's social care or the police etc.

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.

Staff are assigned to monitor students' accounts (show my homework) and will communicate via this and the InTouch system.

The schools will send out regular safety updates and reminders for reporting any online issues to both students and parents/carers.

11.2 OUTSIDE SCHOOL

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy - IT acceptable use policy.

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 which 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.

12. MENTAL HEALTH

Where possible, we will continue to offer our pupils support for any mental health issues, and continue to work with outside agencies. Pastoral staff are assigned students to contact weekly and log any issues raised. Students are then RAG rated for priority calls and any extra support offered. Students and families are then subject to appropriate information or support, including resources or referrals.

When setting expectations for students 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.

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 child 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 IS ON SITE

We will keep records in accordance with the DFE guidance to ensure that student and staff attending school is controlled and monitored. Every staff member and student attending school will be subject to the recommended medical check – temperature taken, cleaning of hand and check on any symptoms.

We will continue to keep our single central record up to date. We will use a daily register system that is then recorded centrally for all schools. Access to the school site will be monitored and staff will need permission to access the site and follow the assigned rota.

- 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, is reviewed annually, is approved by the full governing 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