Unsworth Academy

COVID-19 addendum to

Safeguarding Policy

Procedure Originator:	Brian Duffy
Approved By:	
Date Approved:	31st March 2020
Review Interval:	
Last Review Date	
Next Review Date	
Audience:	

Contents

1. Introduction

Since 20th March, schools have been directed to close except for identified children. Parents have been encouraged to keep children at home. Only children identified as being vulnerable and those of key workers have been offered a place at school. Both categories have been open to slight variations in understanding and all academies in our Trust have done their very best to support families most in need, but also ensure that the numbers of children and parents/carers travelling to and from school is as low as can be to help protect public health.

Numbers of pupils attending schools has generally reduced since Monday 23rd March, the first day of partial closure, and schools have tended to rotate staffing to ensure the number of children are looked after in school but that excess staff were not travelling to and from home each day. Our academy will ensure that all pupils on site are cared for using advice on managing Covid-19, e.g. social distancing and handwashing, and staff-pupil ratios are adequate to safeguard all pupils.

This document is an addendum for the Safeguarding Policy of each academy within the Shaw Education Trust effective as of Tuesday 31st March. It is important to note that as Government guidance changes, so must this document to reflect any changes.

'Keeping Children Safe in Education 2019' remains the key document for safeguarding children and this document supports KCSiE for the current unprecedented events which are occurring.

This document has been produced in consultation with Government guidance issued on 27th March 2020.

2. Categories of vulnerable children as defined by Department for Education

Vulnerable children include:

- Those who have a social worker including children who have a child protection plan and those who are looked after by the local authority.
- Those children and young people up to the age of 25 with education, health and care (EHC) plans.
- Those who have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.
- Young carers
- Disabled children
- Those that schools and other education providers may identify as 'vulnerable', e.g. previously looked after children, those who have recently had safeguarding issues not yet processed by social care, some SEN K children.

Our academy will continue to work with social care and other agencies to ensure any recognised vulnerable child is supported throughout this time.

3. Key workers as identified by Government

[Key workers](#) have been identified as those who work in the areas of:

- Health and social care
- Education and childcare
- Key public services
- Local and national government
- Food and other necessary goods
- Public safety and national security
- Transport
- Utilities, communication and financial services

4. Attendance Procedures

Academies will not be completing the usual day-to-day attendance processes to follow up on non-attendance. Instead academies should be completing a [daily online attendance form](#).

Academies will liaise with social care and families about pupil attendance. Those children on the identified list who are not attending school will be monitored using **'Guidance for Safeguarding Vulnerable children during prolonged school closure'**, which has been communicated to all academies. (Annex B).

Staff attendance – it is imperative that a full register of staff is taken each day so that it is known who is on the academy site. Returns must be submitted to CEO daily- including staff available to work even if not on site.

5. Key personnel in Academy, including DSL arrangements (insert information below)

Role	Name	Contact (School hours)	Contact details (Out of schools hours)
Designated Safeguarding Lead	Bill Leyland *	01617969820	07943465945
Deputy(s) Designated Safeguarding Leads	Alex Fair * Stephanie Slater *	01617969820 01617969820	07717215053 07956070383
Relevant Senior Leadership Team staff	Sue Armstrong	01617969820	07932758569

* Full Access to Myconcern records

The academy will attempt to have a trained DSL or deputy DSL on site every day during school hours when children are present.

In the event this cannot be achieved, the DSL/Deputy DSL can be contacted via phone or online video. See contact details above.

If this is not possible due to illness etc. our academy will contact SET central team who will put the school in touch with another DSL to be available.

In addition, a member of the senior leadership team with responsibility for safeguarding to support the DSL, should always try to be on site and/or available on the phone if not on site.

It is acknowledged that DSL training is very unlikely to take place during this period (although the option of online training can be explored). 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.

6. Updated advice from academy's local 3 safeguarding partners (insert information below)

Insert here any relevant advice/communication from your local Safeguarding Partnership.

Contact person at SG Partnership	Contact details
Deanne Carter	01612535678

7. Updated advice from academy's local authority regarding children with EHCP (insert information below)

Insert here any relevant advice/communication from your local authority SEND department.

Contact person at LA SEND dept.	Contact details
Cath Atherden	01612535492

8. Updated advice from academy's local authority designated officer (LADO) (insert information below)

Insert here any relevant advice/communication from your local designated officer (Principals may have received this information)

LADO name	Contact details
Mark Gay	07583877250

9. Updated advice from academy's local children's social care department, i.e. MASH (insert information below)

Insert here any relevant advice/communication from your local Safeguarding Partnership.

Contact person at MASH	Contact details
Deanne Carter	01612535678

10. Communication procedures between school staff and virtual school head (LAC) (insert information below)

Virtual school headteacher	Contact details
Cath Atherden	01612535492

Our academy will ensure that any 'looked after child' is supported as with all vulnerable children and that there will be clear lines of communication between the school and the VSH team, both inside and outside school hours.

11. Arrangements for reporting a concern ensuring urgency of actions

It is imperative that during this period of uncertainty that all staff ensure that any concerns are acted on as quickly as possible. For the most part, reporting procedures will remain as they are during normal school procedures as stated in our academy's Safeguarding Policy, e.g. contact DSL/DDSL, and log on relevant system, e.g. My Concern. This can of course be done remotely if need be.

In the unlikely event that a member of staff cannot access the relevant information system, they should contact the Designated Safeguarding Lead in the first instance. If urgent, then a phone call should be made followed up with an email to the DSL and the Principal/Headteacher. If deemed' non-urgent', and just in need of recording and informing the DSL, an email should be sent asap to again, both the DSL and Principal/Headteacher.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Headteacher. If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally, e.g. phone call, and followed up with an email to the Headteacher.

Concerns around the Headteacher should be directed to the Chair of the Academy Council. Staff may also contact SET central team if need be at any time concerning any worries about reporting a concern.

12. Vigilance regarding peer-on-peer abuse

Staff should be aware that certain issues may arise at this time which are more difficult to detect than when all children are in school. Behaviours linked to online issues may cause some cases of peer on peer abuse (see section 18). Part Five of KCSiE 2019 outlines these concerns. It is important that where staff suspect peer-on-peer abuse, that they follow the reporting guidelines of the academy, including recording the issue on the appropriate system.

13. Reporting concerns about an adult

All staff must be vigilant to adults seeking to take advantage of these extraordinary times. Reports have been across the media of incidents of attempted fraud, and there will be those who will see this as an opportunity to possibly gain access to vulnerable children online. All

school staff must be as vigilant as possible and reinforce the message of online safety in all communications with parents/carers who are home schooling.

In addition, where any staff is concerned about the behaviour of any adult, they should report using procedures as soon as possible.

14. Supporting school identified 'vulnerable' children who are not attending school

As mentioned in the introduction to this document, schools have been able to identify 'vulnerable' children who may not automatically appear on any of the identified lists. In this case, academies should include these children in regards to all actions and ensure that whether the child is in school or not, that they are supported. If the child is not in school, the **'Guidance for Safeguarding Vulnerable children during prolonged school closure'** should be used (Annex B). It is important than lines of communication with social care and external agencies are clear.

15. Moving to a hub – things to consider

If the academy moves to a cluster/hub model for supporting pupils, the following aspects will be put in place in addition to the procedures already in place:

- Appropriate information is transferred by DSL/SENCo staff or relevant senior leaders, to the appropriate member of staff who may assume responsibility for the pupil if this is not one of our academy staff. This information will outline how best to support the relevant pupil, e.g. EHCP, name of social worker etc.
- Any transfer of a LAC will be under the direction of the relevant virtual school headteacher.
- All information will be transferred in the strictest confidence complying with GDPR guidance.
- All parents/carers and relevant external agencies will be notified prior to the transfer.
- The 'cluster' DSL will ensure that safeguarding processes in the new setting will be to the same high standards of our own academy and liaise daily with the 'home school' DSL.

16. Safer Recruitment and movement of staff - ensuring safeguarding standards

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children.

Clusters/Hubs - Where staff are moving between academies within SET, there is an expectation that all have had adequate safeguarding training, including having signed Part One of KCSiE 2019. This can be verified by DSLs.

A designated senior leader will communicate to host school via written confirmation, e.g. email, that all staff moving to a cluster have been adequately checked by their academy, i.e. satisfy the requirements of the single central record.

The important thing for any staff who may be, for example moving to support a cluster/hub, that they be aware of the local arrangements around safeguarding and what to do if concerned about a child, i.e. are in receipt of relevant safeguarding policies/procedures.

The respective DSLs will ensure that safeguarding induction information is communicated to all 'new staff' in this situation. It will be for the receiving school to ensure adequate induction is completed and assessed on a case by case basis. There is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another academy to support the care of children

Staff Recruitment - Where new staff are recruited, or new volunteers enter the academy, they will continue to be provided with a safeguarding induction as with normal procedure.

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.

If volunteers are used, the academy will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

The academy will continue to keep the single central record (SCR) up to date, and ensure a full register of adults on site each day is maintained. Referrals of concerns will be carried out in the normal method.

17.   Online Safety for children on and off site

PLEASE REMEMBER THAT THE TRUST'S DIRECTIVE IS THAT THERE IS TO BE NO STREAMED, OR RECORDED MATERIAL, DELIVERED BY ANY SCHOOL STAFF. THIS INCLUDES MATERIAL DEEMED TO FACILIATE DISTANCE LEARNING. THIS INCLUDES ALL PLATFORMS AND SOCIAL MEDIA. THIS IS IN LINE WITH UNION ADVICE AND TO PROTECT STAFF. ALL THE USUAL SAFEGUARDING PROTOCOLS MUST BE OBSERVED.

As the majority of education for pupils off-site may be online, it is vital that the academy protects all pupils as best it can during this period. On site IT safety systems should operate as best they can during this period. The following aspects of online safety should be in place in our academy:

- Communication to parents/carers will include, periodically, information about online safety and signpost relevant resources.
- The academy will continue to ensure monitoring and filtering mechanisms are in place.
- IT support will be available on-site or remotely at all times. (A back-up plan will be in place where IT support staff become unavailable).
- Staff must be vigilant around online safety as much as possible when checking-in with pupils not in school. This will be difficult as monitoring their online activity will be responsibility of parents/carers but if in doubt staff should investigate as best they can.

Academies should continue to use available resources to encourage safe online use. Refer to [Government guidance.](#)

18.   Mental Health considerations

We are aware at our academy that this current situation can bring many anxieties for both pupils and staff. Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff should be aware of this in setting expectations of pupils' work where they are at home.

Where staff are concerned for their own or a pupil's mental health they should seek support as appropriate.

Staff wishing to learn more about mental health and mental health of young people can access a Flick module and also refer to Government mental health guidance.

19.   Communication of this document with all staff

Lead staff should ensure that this document is circulated to all staff as appropriate.

Annex A: Checklist outlining actions required for interim DfE Safeguarding guidance

Activity	(Yes/No)
Ensure that someone is responsible for ensuring these actions are completed	Y
Ensure academy councillors are aware of the Government's interim safeguarding guidance	Y
Ensure that someone is responsible for continuity in safeguarding leadership	Y
If you are a hub, understand that you have the responsibility for safeguarding all children and staff	N/A
Ensure DSL is available, in-person, by phone or video link	Y
Nominate a senior leader to be the onsite safeguarding lead	Y
Create a Coronavirus Outbreak addendum to your child protection policy to include the specific issues for these circumstances	Y
Ensure staff know the new arrangements for DSLs and reporting concerns	Y
Understand what changes there may be for contacting the LADO	Y
Understand what changes there may be for contacting the MASH team or other 'front door' services	Y
Understand what changes there may be for contacting social workers	Y
Know which children have social workers and how to contact them	Y
Know which children are LAC/PLAC, who their Virtual School Head is and how to contact them	Y
Know which children should be in school and follow up where they do not attend	Y
Ensure that emergency numbers and alternatives are kept up to date	Y
Ensure that there are safeguarding induction processes for new staff, staff relocated to the school, and volunteers	Y
Ensure that new staff, staff relocated to the school, and volunteers understand the staff code of conduct	Y
Ensure that any volunteers have been individually risk-assessed	Y
Ensure that each vulnerable child has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for LAC children the name of the relevant Virtual School Head	Y
Ensure there is a record of which staff are onsite daily	Y
Ensure that the SCR is up to date with any relocated staff or volunteers and the checks that have been made	Y
Ensure that your safer recruitment processes are clear and adhered to, for example, be aware of anyone unknown to the school offering themselves as a volunteer	Y
Ensure that staff are aware that there may be an impact of the mental health of pupils, parents and staff or volunteers; and what support may be available	Y
Consider what to do if there are no IT staff available	Y
Ensure that the school has an online teaching and learning policy which considers safeguarding risks	Y

Annex B: DRAFT

Guidance for Safeguarding Vulnerable children during prolonged school closure

Procedure Originator:	B Duffy
Approved By:	
Date Approved:	
Review Interval:	
Last Review Date	
Next Review Date	
Audience:	

Introduction

The duty to safeguard all pupils is of course the responsibility of all of us across the Multi Academy Trust and we have systems in place to do so. This includes working alongside other agencies including as part of the new multi-agency partnerships in each local authority.

It is obvious that whilst many of our safeguard 'actions' take place during school hours and term time, there is a moral duty of care to at least be aware and possibly take some action on any issues that may occur at other times when school is not in session, whether this be in evenings, weekends and of course holiday periods. These 'actions' may usually be in the form of communication with children and families, local authority and other external agencies as well as possibly the police, but may require more face-to face 'actions', such as attending emergency meetings or even visiting a child's home.

There may be unique circumstances which dictate that a school needs to be closed for a prolonged period of time during what would have been term time. Where during evenings, weekends and holiday period, responsibility for the closer 'supervision' of children would lie with other adults, there may be a 'grey area' when we think about our most vulnerable children during these times and also during prolonged, maybe unforeseen, closures.

The planning for prolonged closures is more straightforward in regards to academic education, to an extent in regards to pupils carrying on with subject specific tasks, whether that be; by sending work home with children prior to closure, signposting online resources, making available via a school's VLE (or alternative) worksheets etc., and/or even recorded lessons which pupils can view and work through at home.

It would be assumed where a child has not been identified as 'vulnerable' that they are being adequately cared for by parents/carers or other systems in place. However, where a school has identified a pupil as being 'vulnerable', clearly there needs to be some extended support when not in school.

Vulnerable children

At a time of prolonged closure practical issues come into play in regards to 'how many' children a safeguarding team can 'monitor'. It will be up to each school how they put together their list of vulnerable children but it is suggested the following **should** be included:

Child Protection / Child in Need / Looked After Children / Young Carers / Early Help Assessments plus any other significant recent referrals made, e.g. Channel, CAMHS, private fostering etc.

In addition, it is up to a school to determine its capacity to include other children, e.g. FSM / Persistent absentees / EHCP / Fixed excluded / Permanent excluded (within 15 days). However, it may well be that the first list includes some of these children and the degree of vulnerability must be assessed by DSL team in determining if checking on a child during a prolonged closure is needed.

Actions to consider

The table below sets out some actions recommended to Safeguarding teams to undertake prior to and during prolonged school closure. This is guidance from a combination of other documents including Working Together to Safeguard Children (2018) and Keeping Children Safe in Education (2019) and some school systems.

Action	Notes	Lead	Done
Identify your vulnerable groups of children.	Include priority list, i.e. whether a daily, weekly or two-weekly check is needed and what kind of check it needs to be, e.g. phone call, email, visit and **by whom.** Allocate staff to each child (use DSL, pastoral team, form tutors, SLT etc. and as many as needed).	WLE	YES
Home visits*	On the very rare occasion you deem that a child **must be seen**, have a system of referral to social care and/or police ready for allocated staff. The HT/Principal MUST be informed of any visit. Only go in pairs. Risk assess as appropriate, e.g. if family/child is isolating because of coronavirus; context of family; time of visit; location of visit. Should you feel there is a risk to yourselves, or others, attend with the police.	WLE	YES
DSL Meetings	Make arrangements to touch base each week with all staff on any issue. If staff not in school, use emails, Skype etc. Decision on a case by case nature may need to be made. (see next box).	WLE	YES
Record-keeping	When staff check-in, use of My Concern / CPOMs (other) to record check been made and whether 'all is well' or concerns exist. DSL should then monitor system. If anything urgent, consider if police should be contacted.	WLE	YES
Communication method for staff team.	Set up clear addresses/numbers for email, online, phone calls (always use school mobiles if off site to contact families). If staff do not have a school phone they must ensure they withhold their number. There should be no contacting children via social media.	WLE	YES
Inform Social Care for those in CP & CIN.	Inform all social workers that are involved with a child what your plan is on checking-in. If they are making regular checks maybe they can inform you.	WLE	YES
CIN/CP Meetings	Depends on reason for school closure. If advice is not to travel then do not attend and ask for alternative methods of communicating, e.g. online, or send in a report to relevant social worker.	WLE	YES
Phone number/email for families to contact	Communicate a relevant email address, phone number or other method where a family can contact DSL (or maybe allocated staff member) if there is an issue they need help with.	WLE	YES
GDPR	Just be aware when dealing with sensitive data outside school but remember that safeguarding the child is the priority. If in doubt about any aspect check with SET Operations team.	WLE	YES
FSM	Please liaise with Gavin Lawrie via email Gavin.Lawrie@shaw-education.org.uk	WLE	YES
Communicate to all relevant adults and children above actions	Dependent on action and child, communicate to school staff and parents what proposed actions will be prior to closure or asap if closure unexpected. Keep website updated.	WLE	YES

*'Attend' advice for schools using their services

If children are off school and parents are saying that they are self- isolating then staff do not need to visit and schools are to use the Y code.

If, schools are to be closed, we will continue to work.

Our offer to schools is to carry out Safe and Well checks on any children that have been identified as being particularly vulnerable eg. Safeguarding concerns.

If schools could identify these vulnerable pupils and inform us in the normal way.

Check-ins

When contacting a family, useful to have a script ready such as…

"Hi, it's Mr X from X Academy. Just calling for my weekly check in with *pupil X*. Everything ok and anything I can do to help?" (Try to speak briefly with child if possible.)

Useful numbers:

Use this section to put in contact details relevant to your local authority support such as:

(not an exhaustive list, add as appropriate)

LA first response number: MASH 0161 253 5678

Local Education Safeguarding Partnership: as above

DSL email address and school mobile: b.leyland@unsworth.shaw-education.org.uk Tel:07943 465945

Police non-emergency number: 111

 Bury Police Station: 0161 872 5050

SET Safeguarding contact: Brian Duffy brian.duffy@shaw-education.org.uk

Annex C: Template letter when home visit does not get a reply

Dear Parent/Carer,

We hope you and your family are well and …………………..(name of child) is accessing some of the available educational work set. As you will be aware, as part of our support for you, we have organised that at times we will come by your home to check in with ………………..(name of child) and yourselves to see if there is any additional support you need that we as a school may be able to provide.

We called today but unfortunately we were unable to get an answer at the door. We can only assume you were not able to hear us or had to leave home for an essential reason.

As part of our process, we have followed up the visit with a call to your social worker just to let them know we were unable to make contact with you. Can we ask please that you contact the school in the next 24 hours to let us know all is well and arrange a time for us to revisit? Please use the following number: (insert relevant number) *If it is the weekend please use the following…..*

If we fail to receive a phone call, we will then contact social services for further support and possibly the police if we feel it is appropriate.

I am sure you understand that it is important to us to know that ………………..(name of child) is well and that you are receiving as much support from us as possible.

Please do not hesitate to contact us at any other time on the above numbers if you need us.

Yours sincerely,

Shaw Education Trust

We believe, you achieve

The Lodge
Wolstanton   High   School
Milehouse   Lane
Newcastle-under-Lyme
Staffordshire
ST5 9JU

Twitter: @shaweduTrust
Tel: 01782 742910
Email: info@shaw-education.org.uk
Online: www.shaw-education.org.uk