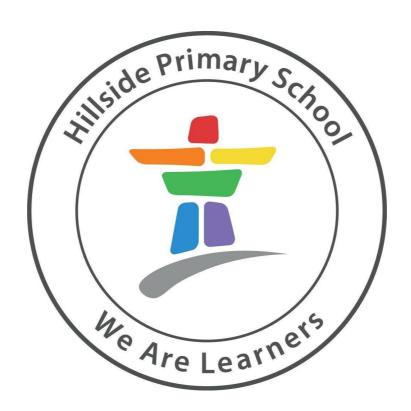# Child protection and safeguarding: COVID-19 addendum

Hillside Primary School

Approved by:	Revd Robert Hinsley	Date:
	(Chair of the LGB)	
Last reviewed on:	06.01.21	
Next review due by:	April 21	

Content

Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Claire Mitchell	01473 601 402 EXT 2116 07711578850 c.mitchell@hillsidecp.net
Deputy DSL	Aleksandra Arkuszewska Heidi Ransom	01473 601 402 EXT 2117 07835204948 a.arkuszewska@hillsidecp.net 01473 601 402 EXT 2119 07756 016206 h.ransom@hillsidecp.net
Designated member of senior leadership team if DSL (and deputy) can't be contacted	Charlotte Jewell	01473 601 402 EXT 2103 01728 561 471 07884 498 483 c.jewell@hillsideprimary.co.uk
Headteacher	Tracy McKenzie	01473 601 402 EXT 2102 07581490808 t.mckenzie@hillsideprimary.co.uk
Local authority designated officer (LADO)	Not named	0300 123 2044 LADO@suffolk.gov.uk
Chair of governors	Robert Hindsley	01473 901361 07972270267 chair.governor@hillsidecp.net

1. Scope and definitions

This addendum applies during <mark>any</mark> period of school closure due to COVID-19, and reflects updated advice from our 3 local safeguarding partners: Suffolk Local Authority, Suffolk Chief Officer of Police and Clinical Commissioning Group.

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

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

●   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

2. 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, both for children still attending school and those at home.

All concerns will be reported in exactly the same way as they were reported prior to the school closure. This is to report concerns using My Concern. My Concern is being monitored by DSLs and appropriate action can then be taken. Whilst the mechanism for reporting is by using My Concern, it may be appropriate and necessary to have a phone conversation with a DSL as well as reporting the concern on My Concern. The contact details are listed in the 'Important contacts' section at the start of this addendum.

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.

3. DSL Arrangements

Hillside Primary School has 3 trained Designated Safeguarding Lead. During term time, all DSLs are available and can be contacted with a concern.

DSL are in phone contact with all families who are:

●   Being supported on a child protection plan

●   Being supported on a child in need plan

●   Being supported through early help/family network

●   Being supported as a child in care

- Currently being assessed by Children and Young People's Services – Social Worker Assessment.

Class Teachers are providing 3 hours of virtual learning to all pupils each day. The school has some provision to enable families to access the online learning and the DSLs will be in contact with families who need this support. If you feel that you need support gaining access to online learning, please contact the main school office.

In addition to virtual learning, our families can access online platforms: Class Dojo and Tapestry. This contact can be throughout the week and parents can make contact with their child's class teacher in this way.

If pupils have not attended the virtual learning and have not accessed the online learning platforms, the pupil's class teacher will make phone contact with the family. Phone contact will be weekly.

Contact with our pupils is logged and this information is monitored by the DSLs. If the school has not been able to make contact with a family, the DSL will raise a concern on My Concern on a Friday. DSLs will then take appropriate action. This could include: phone contact, sending a letter to a family, a home visit, discussing the concern with a Social Worker or Family Support Practitioner, contacting the MASH Professionals Line for further guidance and/or referring to Suffolk Multi-Agency Safeguarding Hub.

During term time, a minimum of two conference calls (daily) are held by DSLs – at 9am and 3pm daily. During non-term time, this responsibility will be held by SLT members, as necessary. Contact with families is being recorded and the conference calls will enable DSLs to liaise and plan how to support our pupils and their families. A DSL will always be present on the school site; however DSLs are able to access My Concern using work equipment, if they are working from home.

DSLs continue to liaise widely with other professionals and continue to attend all meetings via phone conferencing. DSLs continue to contact the MASH Professionals Line for guidance, to submit referrals where concerns are raised of significant harm and to use the Suffolk Safeguarding Partnership website for advice and guidance.

The procedure for contacting all of our pupils and families is set out at the end of this addendum.

4. 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

5. 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.

Where any child we expect to attend school during the closure doesn't attend, or stops attending we will:

- Follow up on their absence with their parents or carers, by completing first day calling procedures and raising a concern on My Concern if this is appropriate.

- Where a child has been absent all week and no contact has been made, a concern will be raised on a Friday on My Concern, in the same way that it would be for the children not attending school that we have had no contact with.

- 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.

6. 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 – about both children attending school and those at home.

7. 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 – whether those concerns are about staff/volunteers working on site or remotely. Concerns will be reported to the Headteacher, unless they relate to the Headteacher. In this instance, concerns will be reported to the chair of governors.

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.

8. 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.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10 below.

9. 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

Contact plans include the following:

●   The DSLs will make contact with the family at least once a week, but in some instances this will be twice a week or daily.

●   Class Teachers will provide virtual learning and will log whether the pupil has attended the class. Class Teachers will monitor whether pupils and their families are using the online platforms (Class Dojo and Tapestry). In addition to this, they will phone families where they have not had online contact with the pupil. The contact from the school's DSL will be in addition to these attempts at contact.

●   Where it has not been possible to make contact with a family. DSLs will follow the steps set out in section 3.

●   Where a Social Worker or Family Support Practitioner is working with the family, the DSL will liaise with them to ensure they are aware of the school's planned contact and any concerns that arise from this.

10. 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 line with the procedures set out in section 3 above.

For children at home, they will look out for signs like:

● Not completing assigned work or logging on to school systems

● No contact from children or families

● Seeming more withdrawn during any class check-ins or video calls

Children are likely to be spending more time online during this period – see section 12 below for our approach to online safety both in and outside school.

See section 12 below for information on how we will support pupils' mental health.

11. Online safety

11.1 In school

Children do have the facility to contact each other using Purple Mash; however every contact made has to be authorised by the class teacher. We will continue to have appropriate filtering and monitoring systems in place in school. Concerns should be raised on My Concern.

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing code of conduct and Acceptable Use policies.

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.

● Know where else they can go for support to keep their children safe online.

We will make sure that parents and carers, via appropriate links on our school website, have access to guidance on online safety.

12. Mental health

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

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 Procedures (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.

● 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 4 weeks by Claire Mitchell – Assistant Head – SEND and Inclusion. At every review, it will be approved by the lead safeguarding governor and shared with the full governing body.

16. Links with other policies

This policy links to the Active Learning Trust (ALT) and Hillside Primary School to the following policies and procedures

● Child protection policy

● Staff Code of Conduct

● IT acceptable use policy

● Health and safety policy

● Online safety policy

Contact Procedure

DSLs - RAG rated the whole school - Key vulnerable families are being contacted by DSLs weekly or more frequently as necessary.

The procedure set out below, will be repeated every week. This means that if year leaders report a child on Friday, re no contact during week 2, they and class teachers continue to try to make contact during week 3 as shown above.

All class teachers should now have additional user rights on Pupil Asset. To see contact information, type child's name, double click and then click on family (left hand tab). This will bring up all contact information. Use both parents' contact where possible.

Who/When	Monday	Tuesday	Wednesday	Thursday	Friday
Class Teacher (For children not expected to be in school)	Record (highlight green and input teacher initials) on Whole School Contact Spreadsheet if the child/family attends the online learning or accesses the online platforms: Class Dojo/Tapestry	Record (highlight green and input teacher initials) on Whole School Contact Spreadsheet if the child/family attends the online learning or accesses the online platforms: Class Dojo/Tapestry	Record (highlight green and input teacher initials) on Whole School Contact Spreadsheet if the child/family attends the online learning or accesses the online platforms: Class Dojo/Tapestry	Record (highlight green and input teacher initials) on Whole School Contact Spreadsheet if the child/family attends the online learning or accesses the online platforms: Class Dojo/Tapestry	Record (highlight green and input teacher initials) on Whole School Contact Spreadsheet if the child/family attends the online learning or accesses the online platforms: Class Dojo/Tapestry
	Across the week, make contact with families of children who have not accessed the online learning or the online learning platforms. Record successful phone contact on the spreadsheet by highlighting the cell green and inputting teacher initials. If no contact has been made either online or by phone, the cell on the spreadsheet remains white.				
Office staff (For children expected to be in school)	Monitor daily attendance. Complete first day calling for any absence. Inform Inclusion Team of reason for absence. If no reason is provided, raise the non-attendance on My Concern.	Monitor daily attendance. Complete first day calling for any absence. Inform Inclusion Team of reason for absence. If no reason is provided, raise the non-attendance on My Concern.	Monitor daily attendance. Complete first day calling for any absence. Inform Inclusion Team of reason for absence. If no reason is provided, raise the non-attendance on My Concern.	Monitor daily attendance. Complete first day calling for any absence. Inform Inclusion Team of reason for absence. If no reason is provided, raise the non-attendance on My Concern.	Monitor daily attendance. Complete first day calling for any absence. Inform Inclusion Team of reason for absence. If no reason is provided, raise the non-attendance on My Concern.

DSL	Throughout the week - Monitor the Whole School Contact Spreadsheet throughout the week. Make phone contact with families identified as potentially needing support and record on the spreadsheet (green with DSL initials). Liaise with other professionals, if the family is being supported by a Social Worker or a Family Support Worker.				
					12pm - DSLs will raise a concern on My Concern for all children (within a year group) who have had no contact (online/phone) with the school during the week. 2pm - DSLs will meet via phone conference to discuss next steps. Possible next steps are outlined in section 3.
SLT	Daily/As needed - Discussion and planned next steps for chn/families who we are struggling to contact.				