

Child protection and safeguarding: COVID-19 addendum

Approved by:	Adele cox	Date: 21.9.20
---------------------	-----------	----------------------

Last reviewed on:	21.9.20
--------------------------	---------

Next review due by:	19.10.20
----------------------------	----------

Contents

Important contacts	2
1. Scope and definitions	3
2. Core safeguarding principles	3
3. Reporting concerns.....	4
4. DSL (and deputy) arrangements.....	4
5. Working with other agencies.....	4
6. Monitoring attendance.....	4
7. Peer-on-peer abuse	5
8. Concerns about a staff member, supply teacher or volunteer	5
9. Contact plans	5
10. Safeguarding all children	6
11. Online safety.....	6
12. Mental health	7
13. Staff and volunteer recruitment.....	7
14. Safeguarding induction and training	8
15. Monitoring arrangements	8
16. Links with other policies	8

Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Caroline Pauls	c.pauls@pioneerhouse.net
Deputy DSL	Susan Alvis	s.alvis@pioneerhouse.net
Designated member of senior leadership team if DSL (and deputy) can't be on site	Diane Ainsworth	d.ainsworth@pioneerhouse.net
Headteacher	Adele Cox	head@pioneerhouse.net
Manchester LA Designated Officer (formerly LADO)		0161 234 1214.
Chair of governors	Jenny Andrews	J.andrews28@hotmail.com

1. Scope and definitions

This addendum applies from the start of the autumn term 2020. It reflects updated advice from Manchester Safeguarding Partnership which includes Manchester Health and Care Commissioning, Manchester LA and GMP.

It sets out changes to our normal child protection policy in light of coronavirus, and should be read in conjunction with that policy. Unless covered here, our normal child protection policy continues to apply.

This addendum is subject to change, in response to any new or updated guidance the government may publish. We will keep it under review as set out in section 15 below.

In this addendum, where we refer to measures to protect pupils who are at home, this means those who are learning at home for reasons to do with coronavirus – for example, due to clinical and/or public health advice, such as if there's a local or national lockdown or if they need to self-isolate.

We recognise that our pupils can face additional safeguarding challenges as children and young people with SEND. All staff are aware that additional barriers can exist when recognising abuse and neglect in this group of children. In this addendum, where we refer to vulnerable children, this means those who:

Are assessed as being in need, including children:

- With a child protection plan
- With a child in need plan
- Looked after by the local authority or under a special guardianship order

Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:

- On the edge of receiving support from children's social care services
- Living in temporary accommodation
- Young carers
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- is an international new arrival, refugee or asylum seeker
- Facing difficulty engaging with remote learning

2. Core safeguarding principles

We will follow the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

We will always have regard for these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should 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, both for children at school and those at home.

Normal reporting procedures apply as set out in the Safeguarding and Child Protection Policy 2020.

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.

If our DSL (or deputy) can't be on site, they can be contacted remotely by email on c.pauls@pioneerhouse.net and s.alvis@pioneerhouse.net.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be the Headteacher Adele Cox, or Deputy Headteacher Dane Ainsworth in the first instance.

The senior leader will be responsible for liaising with our 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

5. Working with other agencies

We will continue to work with children's social care, with virtual school heads for looked-after and previously looked-after children, and with any other relevant safeguarding and welfare partners, to help keep children safe.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Manchester safeguarding partnership
- 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

We will resume taking our attendance register. We will also follow [guidance](#) from the Department for Education on how to record attendance for pupils working remotely, and what data to submit.

All pupils of compulsory school age will be expected to attend school unless a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is unable to attend because of clinical and/or public health advice, is absent for a necessary religious observance).

During a national lockdown, all vulnerable children and children of critical workers will attend school in person. Where any child we expect to attend school doesn't attend, or stops attending, we will:

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

- Follow up on their absence with their parents or carers, by telephone on the first day of absence and each day thereafter.
- Notify their social worker, where they have one

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 through annual completion of the home/school contact sheet.

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 – about both children attending school and those at home.

8. Concerns about a staff member, supply teacher 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/supply teachers/volunteers working on site or remotely.

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. Contact plans

We have contact plans for children with a social worker, and other children who we have safeguarding concerns about, for circumstances where the child is at home.

Each child has an individual plan, which sets out

- How often the school will make contact – this will be at least once a week
- Which staff member(s) will make contact – as far as possible, this will be staff who know the family well
- How staff will make contact – this will be over the phone, doorstep visits, or a combination of both

If we can't make contact, we will contact children's social care or the police.

We have agreed these plans with children's social care where relevant, and will review them half termly.

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.

10.1 Children returning to school

The DSL (or deputy) will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before children return.

They will also liaise with the school nurse(s) to gather relevant information about any support provided by school nursing services while children have not been in school.

The DSL (and deputy) will be given time to support staff and children regarding new concerns (and referrals as appropriate) as children return to school.

Staff and volunteers will be alert to any new safeguarding concerns as they see pupils in person.

10.2 Children at home

The school will maintain contact with children who are at home. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary they will use personal phones but they will withhold their personal number.

Staff and volunteers 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

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 support will be sought from the wider Trust.

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/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, where relevant, 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 teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

We will do this via our remote Learning offer information provided to all families at the start of the academic year, and available on our website, along with regular reminders and information sent to parents throughout the term.

12. Mental health

If any pupil, parent or carer has concerns about mental health and wellbeing, they should contact Caroline Pauls. The school will make sure pupils, parents and carers are aware of this.

12.1 Children returning to school

Staff and volunteers will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

Support will be provided by the class team in the form of recovery work around mental health. If a pupil needs more targeted support they can access the following:

- Onsite mental health practitioner from CAMHS
- Behaviour mentor
- Signposting to external support eg apps, websites, local recreational services
- Referral to additional agencies Eg 42nd street, CAMHS, Early Help, GP

12.2 Children at home

Where possible, we will continue to offer our current support for pupil mental health for all pupils. Any targeted support would take place remotely over the telephone.

We will also signpost all pupils, parents/carers 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.

Staff and volunteers will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures as set out in section 3 of this addendum.

13. Staff and volunteer recruitment

We continue to recognise the importance of robust safer recruitment procedures, so that staff 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.

When carrying out DBS checks and right to work checks, we will follow the latest guidance from the DBS, Home Office and Immigration Enforcement as appropriate (for example, with regards to the process for verifying documents). We will inform candidates about the intended process as soon as reasonably practicable.

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 183-188 of Keeping Children Safe in Education.

14. 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 in line with the expectations of Keeping Children Safe in Education.

Regular safeguarding training will continue to take place in line with the school training calendar including fortnightly Safeguarding Snapshot. In the absence of staff on site these will take place remotely via Zoom, video, audio Powerpoints and Educare.

15. Monitoring arrangements

This policy will be reviewed as guidance from the Manchester Safeguarding Partnership, the LA or Department for Education is updated, and as a minimum monthly by Caroline Pauls – DSL and Adele Cox - Headteacher. At every review, where changes are made it will be approved by the full governing board.

16. Links with other policies

This policy links to the following policies and procedures:

- Staff behaviour policy/code of conduct
- IT acceptable use policy
- Health and safety policy
- Physical Interventions/Restraint,
- Safeguarding, Health and safety of Pupils on external school activities,
- Sex and Relationships Education,
- Equal Opportunities,
- ICT and Access to the Internet,
- Extended Schools Activities,
- Promoting Good Behaviour including fixed and short term exclusions,
- Special Educational Needs,
- Toileting and Intimate Care,
- Disability Discrimination,
- Looked After Children,
- Anti-bullying,
- Administration of Medicines
- Designated teacher for looked-after and previously looked-after children

