

# Child protection and safeguarding: COVID-19 addendum

Hall Green School



Approved by:

Date:

Last reviewed on:

Next review due by:

## Contents

Important contacts .....	2
1. Scope and definitions .....	3
2. Core safeguarding principles .....	3
3. Reporting concerns.....	3
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 or volunteer .....	5
9. Support for children who aren't 'vulnerable' but where we have concerns .....	5
10. Safeguarding for children not attending school .....	6
11. Online safety.....	8
12. Mental health .....	8
13. Staff recruitment, training and induction .....	8
14. Children attending other settings.....	9
15. Monitoring arrangements.....	10
16. Links with other policies.....	11

## Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Mrs P Evans	07807081744 p.evans@hallgreen.bham.sch.uk
Deputy DSL	Mrs R Monk	0121 628 8787 r.monk@hallgreen.bham.sch.uk
Deputy DSL	Mrs L Griffiths	0121 628 8787 l.griffiths@hallgreen.bham.sch.uk
SENCO	Mrs C McLoughlin	0121 628 8787 c.mac@hallgreen.bham.sch.uk
Headteacher	Miss K Slater	0121 628 8787 k.slater@hallgreen.bham.sch.uk
Local authority designated officer (LADO)		0121 675 1669 Ladoteam@birminghamchildrenstrust.co.uk
Chair of Governors Safeguarding Governor	Mrs M Shellis Mrs H Scott-Cook	enquiry@hallgreen.bham.sch.uk

<http://www.lscpbirmingham.org.uk/> (CASS contact number – 0121 303 1888)

## 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 Birmingham Safeguarding Children Partnership and local authority (LA) Birmingham City Council.

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'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. Where staff have a concern about a child, they should log the concern in Class Charts, by clicking the Wellbeing button and selecting -2 (Note of Concern) and adding a comment as to the nature of the concern. This will trigger an immediate alert to the welfare and inclusion team.

In the unlikely event that a member of staff cannot access Class Charts from home, they should email the Welfare and Inclusion Team ([welfareandinclusion@hallgreen.bham.sch.uk](mailto:welfareandinclusion@hallgreen.bham.sch.uk)) This will ensure that the concern is received and dealt with immediately.

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 lead DSL is currently working from home and can be contacted via her school email address and/or mobile number.

If our deputy DSLs can't be in school, they can be contacted remotely via email.

We will keep all school staff and volunteers informed by the school rota 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. Details of the senior member of staff on duty can be found on the school rota. You can contact them by: email or the school landline.

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
- Make phone calls and/or home visits to vulnerable pupils.

## 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:

- 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

## 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 a phone call home (if we are unable to contact them by phone, we will, where possible, make a home visit)
- 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. This is located in the staff common/coronavirus information folder

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 by regular phone calls home or a letter home, if we are unable to contact them by phone.

## 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.

Where we receive a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE and of those outlined within our Safeguarding Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns must be reported to the DSL/Deputy DSLs via Class Charts. The DSL/Deputy DSLs will then record it on MyConcern and take the appropriate action.

## 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.

Where staff are concerned about an adult working with children in the school, they should follow the normal procedures in the school's safeguarding policy by reporting 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 and then followed up with an email to the headteacher.

Concerns around the headteacher should be directed to the Chair of Governor: Mr Tarlochan Kambo

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](mailto: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. These pupils have been identified by the Welfare & Inclusion Team, and a list can be found in the Coronavirus folder in staffcommon.

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 all children on roll at school, and particularly for those 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
- What to do if a concern is raised

Contact Plan: for most pupils this will be once a fortnight by phone by the form tutors. If there is no response, the form tutor indicates this in Class Charts, so the family can be contacted by office staff or the welfare team.

More vulnerable pupils will be contacted once a week by a named member of staff on the welfare team.

Those with an EHCP will be contacted by phone by the SENCo or the teaching assistants under the SENCo's direction.

CP and CIN pupils will be contacted by phone once a week by a named person in the welfare team or a senior teacher. They will also receive a home visit once a week.

All concerns are logged via Class Charts, which will trigger an appropriate response.

The Contact plan will be reviewed every two weeks

If we cannot make contact, we will initially make a home visit. If we are still unable to make contact, we will inform children's social care or, if required, the police.

Protocol for calling:

Staff to ask to speak to parents and also to speak to the pupils

Script for all pupils

To parent:

Hi,

I'm just calling from school to see how you are managing at this difficult time and if there is anything that we can do to support you and your family.

In terms of health, how are all you doing?

Is \_\_\_\_\_ able to access the work we have provided? How is he/ she getting on with it?

Are there any other concerns that you have that we may be able to help you with?

If you receive free school meals, have you been getting the vouchers alright?

Can I have a speak to pupil now please?

To pupil

Are you able to access the work we have provided? How are you getting on with it?

Are there any other concerns that you have that we may be able to help you with?

Remember you can use the school Sharp system to report any issues, or use the app Tootoot.co.uk

Take care and I'll/someone will give you a call next week (for vulnerables)/in a fortnight (for rest).

Recording calls:

Use the safe/well/work button for pupils where you have talked to parent and pupil and they are safe and well and accessing the work.

Use the safe and well for pupils where you have spoken to parent and pupil and the pupil is safe and well but not doing as much work as they should.

Use the middle/neutral button to indicate that you have called home but not been able to get through or had to leave a message. This triggers a letter home to parents asking them to contact school and update or confirm their details.

Use the I'm struggling button to indicate if the pupil cannot access the work for any reason. Please note the reason when you log the call. This triggers an alert to the senior team to get the Class Charts access details sorted, or arrange to provide hard copies.

Use the Concern button if there are concerns about the welfare of the child. This includes if you have spoken to the parent but the parent did not want to pass the phone on to the pupil. It is important to use your judgement at this point as to whether the pupil is at risk or whether there is a legitimate reason you are unable to speak to the pupil. Err on the side of caution. Please make a note of your concern when logging the call. This triggers an alert to the welfare team.

## 10.2 Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Form tutors will make contact with parents and pupils once a fortnight to make sure that the pupil remains safe and well and able to access home learning.

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 draw on support from the local South Area Network of schools for ICT expertise.

### 11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff code of conduct and IT acceptable use policy. Staff will also follow the guidance in the Remote and Online Teaching & Learning 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 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

This information will be made available to parents on the school website.

## 12. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. This will include phone calls from the Welfare & Inclusion Team.

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. These risk assessments will be done by our associate assistant headteacher in charge of Health & Safety (Mrs. S Paxton)

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. Staff in school will sign in and sign out each day they attend.

We will continue to keep our single central record up to date.

We will use the single central record to log:

- 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 to four weeks by SLT. At every review, it will be approved by the full governing board.

## 16. Links with other policies

This policy links to the following policies and procedures:

- Safeguarding policy
- Staff code of conduct
- Anti-bullying policy
- Whistle-blowing policy
- IT acceptable use policy
- Health and safety policy
- Online safety policy
- Remote and Online Teaching and Learning policy