



**Addendum to Child Protection Policy
COVID-19 school closure arrangements for
Safeguarding and Child Protection at**

**Federation of Beckwithshaw and Kettlesing
Felliscliffe Schools an Ripley Endowed CE
School.**

Policy owner:

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This document has been adapted from a version created by L. Donald

1. Context

From 4th January 2021 the government announced a national lockdown, schools and colleges should allow only vulnerable children and young people and the children of critical workers to attend these settings. All other pupils and students should not attend and should learn remotely until February half term.

Alternative provision (AP) and special schools will remain open and continue to offer face to face provision for all pupils where appropriate.

Early year's provision should continue to remain open and should continue to allow all children to attend full time or their usual timetable hours. This includes early years registered nurseries and childminders, maintained nursery schools, as well as nursery classes in schools and other pre-reception provision on school sites. Only vulnerable children and children of critical workers should attend on-site reception classes.

This addendum of the Federation's Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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Key contacts

| Role | Name | Contact number | Email |
|---------------------------------------|----------------------------|------------------------------|--|
| Designated Safeguarding Lead | B: Natasha Scott | 07792692964 01423 504642 | Nscott@beckwithshaw.n-yorks.sch.uk |
| | KF: Rebecca Foy | 07786 398649 01423 770576 | Rebecca.Foy@felliscliffe.n-yorks.sch.uk |
| | RE: Gary Williams | 07811 445086 01423 770160 | g.williams@ripley.n-yorks.sch.uk |
| Deputy Designated Safeguarding Lead/s | Lisa Jackson-Ward | 07864 984069 | headteacher@beckwithshaw.n-yorks.sch.uk |
| Headteacher | Lisa Jackson-Ward | 07864 984069 | headteacher@beckwithshaw.n-yorks.sch.uk |
| C0-Chair of Governors | Helen Smith Helen White | | h.smith@ripley.n-yorks.sch.uk h.white@ripley.n-yorks.sch.uk |
| Safeguarding Governor | Kate Layfield | | klayfield@beckwithshaw.n-yorks.sch.uk |
| Welfare and Contact Coordinator * | Lisa Jackson-Ward | 07864 984069 | headteacher@beckwithshaw.n-yorks.sch.uk |

* School should allocate a member of staff to coordinate welfare and contact and have the oversight of all the vulnerable pupils during this period of time. This may be a delegated role separate from the DSL role however there must be good liaison.

Any additional school contacts (including contacts for DSLs where this is being supported by another school):

| Role | Name | Contact number | Email |
|------|------|----------------|-------|
| | N/A | | |
| | | | |

Key telephone numbers of all available DSL's/deputies should be provided to staff covering the setting.

Staff should be reminded that they can make a referral in exceptional circumstances to the Customer Contact Centre number 01609 780780 and/or LADO contact number 01609 533080

Vulnerable children

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
 - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
 - adopted children or children on a special guardianship order
 - those at risk of becoming NEET ('not in employment, education or training')
 - those living in temporary accommodation
 - those who are young carers
 - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
 - care leavers
 - others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health

Some children open to the Early Help service will be classed as vulnerable learners, but not all. It is recommended that practitioners use the existing RAG rating documents to help identify those children considered vulnerable and exercise their discretion (this is likely to be all children whose cases are categorised as red, and a proportion of those cases classified as amber).

The Federation will continue to work with and support children's social workers and Early Help to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Lisa Jackson-Ward

There is an expectation that vulnerable children who have a social worker or open to Early Help will attend an education setting, unless it is identified within their COVID attendance plan. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and the Federation will explore the reasons for this directly with the parent. The discussions should focus on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home. Where parents are concerned about the risk of the child contracting COVID19, the Federation or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

The attendance of vulnerable children will be monitored by the Local Authority and The Department for Education.

Attendance monitoring

All pupils who are not eligible to be in school should be marked as Code X. They are not attending because they are following public health advice.

As vulnerable children are still expected to attend school full time, they should not be marked as Code X if they are not in school (except if they are shielding, self-isolating or quarantining). If the parent of a vulnerable child wishes their child to be absent, the parent should let the school know. The DfE expects schools to grant applications for leave of absence given the exceptional circumstances. This should be recorded as Code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.

From Monday 11 January 2021 schools need to complete the DfE daily attendance return. This is vital as this information will also be used to calculate the number of Lateral Flow Tests needed for the school moving forward. Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

<https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

The Federation and social workers will agree with parents/carers whether children in need should be attending school, will then follow up on any pupil that they were expecting to attend, who does not. The Federation schools will also follow up with any parent or carer who has arranged care for their child (ren) and the child (ren) subsequently do not attend.

To support the above, the Federation will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the Federation will notify their social worker.

Vulnerable Children's Attendance Plan

To facilitate multi-agency discussions, we have developed a template you can utilise throughout the decision making process. The template can be completed as part of a remote meeting or through a series of discussions with the child/young person, parents/carers and education setting. The completed template must be shared with those involved and relevant agencies must be updated on the plans for the young person. A link to the template can be found here:

<https://cyps.northyorks.gov.uk/sites/default/files/Emergencies,%20health%20and%20safety/35%20Covid19%20Vulnerable%20Childrens%20Attendance%20Plan.docx>

Designated Safeguarding Lead

Each school in the Federation has a Designated Safeguarding Lead (DSL) and, where appropriate, a Deputy DSL.

The key contacts are detailed at the start of this document.

It is expected that schools and colleges will have a trained DSL (or deputy) available on site. However, it is recognised that in exceptional circumstances this may not always be possible, and where this is the case there are two options:

- a trained DSL (or deputy) from the school or college can be available to be contacted via phone or online video - for example working from home but must be available to come onto site if needed (Our Federation's option).
- sharing trained DSLs (or deputies) with other schools or colleges (to be available to be contacted via phone, online video or come onto site if needed)

Whatever the scenario, it is important that all school and college staff and volunteers have access to a trained DSL (or deputy) and know on any given day who that person is and how to speak to them. The trained DSL (or deputy) must also be available to come on site if the need arises.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Child Protection Policy, this includes making a report to the DSL.

Staff are reminded of the need to report any concern immediately and without delay.

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 and followed up with an email to the headteacher. This concern will then be reported to the LADO, 01609 533080. Concerns around the Headteacher should be directed to the Chair of Governors.

Safeguarding Training and induction

DSL training is available online through the North Yorkshire Safeguarding Children Partnership.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers undertake work at the Federation, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education authority or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children

- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, the Federation will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

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.

Where the Federation are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

The Federation will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult details can be found in KCSIE.

The Federation will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, the Federation will continue to keep the single central record (SCR) up to date as outlined in paragraphs 164 to 171 in KCSIE.

Ensure there is a record of which staff are onsite daily either on the SCR or separately.

Online safety in schools and colleges

The Federation will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place.

Children and online safety away from school and college

Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the school code of conduct.

The Federation will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Support on delivering online remote education safely is available from:

- safe remote learning, published by SWGfL
- online safety and safeguarding, published by LGfL, which covers safe remote learning
- the National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely
- safeguarding and remote education during coronavirus (COVID-19)
- annex C of keeping children safe in education

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

Supporting children not in school

The Federation is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded, as should a record of contact have made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

The Federation and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website.

The Federation recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at each school need to be aware of this in setting expectations of pupils' work where they are at home.

Supporting children in school

The Federation is committed to ensuring the safety and wellbeing of all its students.

The Federation will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

The Federation will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

The Federation will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded.

If pupils are attending other schools, it is important to ensure that all appropriate information, including child protection and medical information, is shared with the 'senior designated leader' to ensure their safety and wellbeing. Ensure that this information is held securely by the other school/hub.

Peer on Peer Abuse

The Federation recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection 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 and actions must be recorded and appropriate referrals made.