



COVID-19 adjustments to School and Trust policies

including Safeguarding and Child Protection Policy
(additional policies which have COVID-19 addenda are
listed in the content list)

Skelton Primary School

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1. Context

Hope Learning Trust is committed to safeguarding and promoting the welfare of children and young people and ensuring a safe and secure learning environment for all. During this difficult period of Covid-19, the principles and practices of the school and trust will continue to apply with adjustments and updates to policy as required, in line with current Department for Education Coronavirus guidance. Trust and school policy and practice is continually evaluated in line with the Department for Education advice.

<https://www.gov.uk/government/collections/guidance-for-schools-coronavirus-covid-19#>

This addendum to Skelton Primary School and Hope Learning Trust contains details of our individual safeguarding arrangements in the following areas, during Covid-19:

1. Vulnerable children
2. Attendance monitoring
3. Designated Safeguarding Lead
4. Reporting a concern
5. Safeguarding Training and induction
6. Safer recruitment/volunteers and movement of staff
7. Supporting children not in their home school and welfare and child protection information
8. Remote and on-line safety in schools and colleges and staff code of conduct
9. Children and on-line safety away from school and college
10. Supporting children not in school
11. Supporting children in school
12. Peer on peer abuse
13. Support from the multi academy trust

Signed by:

_____ **Chief Executive Officer** Date: _____

_____ **Chair of the Trust Board** Date: _____

Key Contacts

Role	Name	Contact number	Email
School Designated Safeguarding Lead	Hannah Smithson	01904 806285	Headteacher@ske.hlt.academy
School Deputy Designated Safeguarding Leads	Claire Bayliss Catherine Bromely	01904 806285	c.bayliss@ske.hlt.academy c.bromley@ske.hlt.academy
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School Chair of Governors	Judy MacDermot	01904 806285	Judy.mcdermot@gmail.com
School Safeguarding Lead Governor	Mr Nick O'Keefe	01904 806293	n.okeeffe@bgp.hlt.academy
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Chair of Trustees	Tony Myers	01904 560053	chair@hlt.academy
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Any additional school contacts

Role	Name	Contact number	Email
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Looked After Children Lead	Claire Bayliss	01904 806285	c.bayliss@ske.hlt.academy
Mental Health and Wellbeing Lead	Hannah Smithson	01904 806285	Headteacher@ske.hlt.academy
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1. Vulnerable Children

Vulnerable children and young people are those across all year groups 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 and it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion.

The term 'all year groups' in this context refers to children under 5 eligible for early years entitlements and children and young people aged 5 to 18 (or aged 5 to 25 for children and young people with an EHC plan).

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Skelton Primary will continue to work with vulnerable children to help protect them.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support, should schools close/partially close. 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: Hannah Smithson

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent/carer does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Skelton will explore the reasons for this directly with the parent/carer.

Where parents/carers are concerned about the risk of the child contracting COVID-19, Skelton or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Skelton will encourage our vulnerable children and young people to attend a school remotely if needed.

2. Attendance Monitoring

The trust and school follows updated guidance from the Department for Education regarding attendance at this time of Covid-19

<https://www.gov.uk/government/publications/school-attendance>

Schools will submit the daily attendance sheet to the DfE and the LA by 12 noon -

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

School closure or partial closure

If the school has closed, we will complete the return once as requested by the DfE.

Skelton *will follow up with any parent or carer who has arranged care in school for their child(ren)/ and the child(ren) subsequently do not attend.* See Appendix 1 for HLT suggested script. These could be vulnerable pupils or pupils of key workers.

Regarding pupils with social workers, the school name and social workers will agree with parents/carers whether children in need should be attending school – Skelton will then follow up on any of these children who they were expecting to attend, and who do not attend. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, school name will notify their social worker.

To support the above, school name 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.*

3. Designated Safeguarding Lead

Skelton has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Hannah Smithson

The Deputy Designated Safeguarding Lead is: Claire Bayliss and Catherine Bromley.

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site, who has received DSL training.

This might include updating and managing access to child protection online management system, CPOMS (or equivalent), and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all Skelton staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them.

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

4. Reporting a Concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding and Child Protection Policy, this includes making a report via CPOMS (or equivalent), which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS (or equivalent), from home, they should email the Designated Safeguarding Lead and Headteacher. This will ensure that the concern is received.

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

Where staff are concerned about any adult working with children in the school, they should immediately 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.

Concerns around the Headteacher should be directed to the Chair of Governors: Judy MacDermot

The Multi-Academy Trust will continue to offer support in the process of managing allegations.

5. Safeguarding Training and Induction

All DSL's and deputy DSL's have had up-to-date training and refresher training.

All existing school staff and initial teacher trainees have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). 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 supply teachers, trainee teachers or volunteers enter Skelton, they will continue to be provided with a safeguarding induction.

For movement within the Trust, schools should seek assurance from the Multi-Academy Trust's (MAT) HR Officers that the member of staff has received appropriate safeguarding training.

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

6. Safer Recruitment/Supply Staff/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, Skelton 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, which will be followed if face-to-face contact is not possible.

If staff are deployed from another education or children's workforce setting to our school, we will continue to follow school procedure and 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

Where Skelton are utilising supply staff or volunteers, we will continue to follow the checking and risk assessment process as set out in school policy and in Keeping Children Safe in Education 2020. Under no circumstances will a volunteer or supply teacher who has not been checked be left unsupervised or allowed to work in regulated activity.

Skelton 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. Full details can be found at paragraph 163 of KCSIE.

Skelton 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 supply 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, Skelton will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

7. Online Safety for Staff and Staff Code of Conduct

Skelton will continue to provide a safe environment for staff and pupils, including online in accordance with our school policy. This includes the use of an online filtering system.

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

The [UK Safer Internet Centre's professional online safety helpline](#) provides support for the children's workforce with any online safety issues they face.

The principles set out in the [guidance for safer working practice for those working with children and young people in education settings published by the Safer Recruitment Consortium](#) continue to be followed by schools to ensure staff code of conduct policies are robust and effective.

8. Children and online safety away from school and college

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

Please refer to the Hope Learning Trust Online Learning Addendum to the Child Protection and Safeguarding Policy, regarding protocol for online learning, to ensure a safe and effective learning environment for staff and pupils.

9. Supporting children not in school

Skelton is committed to ensuring the safety and wellbeing of all its children and young people.

Where the DSL has identified a child to be vulnerable, 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 on CPOMS/CP file, as should a record of contact have made.

The communication plans can include; remote contact, phone contact, socially distanced door-step visits.

Skelton 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, following all school and local authority policy and procedure.

The school will share safeguarding messages/updates on its website and social media pages.

Skelton 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 ***** need to be aware of this in setting expectations of pupils' work where they are at home.

10. Supporting children not in their home school and welfare and child protection information

For those children who are attending another setting, Skelton will do whatever it reasonably can to provide the receiving school with any relevant welfare and child protection information.

For looked-after children, any change in school should be led and managed by the Virtual School Headteacher with responsibility for the child. The receiving school should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum, the receiving school should, as appropriate, have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). Whilst schools must continue to have appropriate regard to data protection and GDPR they do not prevent the sharing of information for the purposes of keeping children safe. Further advice about information sharing can be found at paragraphs 76-83 of KCSIE.

11. Supporting Children in School

Skelton is committed to ensuring the safety and wellbeing of all its students. Skelton will continue to be a safe space for all children to attend and flourish.

Please refer to the school Covid-19 risk assessment, which is regularly updated to reflect changing guidance and context

The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Skelton 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 COVID-19.

Skelton 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 on CPOMS (or similar) including handover information at the end of rota shift.

Where Skelton has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss the concerns immediately with the Trust.

Please refer to the Trust and school covid addendum to the school Behaviour Policy/Code of Conduct.

12. Peer on Peer Abuse

Skelton 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 continue to follow the principles as set out in KCSIE and of those outlined within of the school Safeguarding and 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 on CPOMS/ CP file and appropriate referrals made.

13. Support from the Multi-Academy Trust

The Multi-Academy Trust (MAT) Central Safeguarding Team will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

This includes, accessing Child Protection files securely from home for the purpose of quality assurance, support, guidance and direction.

The MAT will also provide regular group and individual supervision sessions. This may take the form of an online meeting.

Appendix 1

Follow up conversation with any parent or carer who has arranged care in school for their child(ren) and the child(ren) subsequently do not attend

During your conversations, could use language such as:

- *Hello, this is ***** school, this is just a courtesy call to see how ***** is, as we have a duty of care towards them as they are one of our children.*
- *Would it be possible to speak with them? (it is important that we speak to the child to make sure that they are OK, as they are our concern).*
- *Please don't be offended if you continue to receive calls over the coming weeks, but it's something we have to do due to our duty of care.*

Please do not use language asking if they have enough of things etc, as it is most likely that we will not be able to resolve these problems.

If some parents say that they do not want to be called, then please be firm and tell them politely that this is something that we have to do in order for us to confirm that the child is safe. If the parent states that they just won't answer, please let them know that if we have concerns about the student and cannot get any contact with home, then we have to take this forward by calling 101. This isn't a threat, but it is the reality of the situation we're in.

Any pupils for whom there has been no contact after a week we will need to call 101. As such, please check on Monday's / Friday for children who haven't taken a phone call, try one last time and if there is still no answer please call 101 and let the police know that you have been unable to make contact and therefore safeguard them.

At the end of each week, check the list and state which of your nil contact children are of most concern and as such, require an urgent 101.