

## **Addendum To EBOR Academy Trust Safeguarding and Child Protection Policy - March 2020**

### **Covid-19 Guidance and Response:**

*'Schools and colleges should, as far as is reasonably possible, take a whole institution approach to safeguarding. This will allow them to satisfy themselves that any new policies and processes in response to COVID-19 are not weakening their approach to safeguarding or undermining their child protection policy.'*

*'It is important schools and colleges (led by a DSL or deputy, wherever possible) review and revise their child protection policy and keep it under review as circumstances continue to evolve. In some cases, a COVID-19 annex/addendum that summarises any key COVID-19 related changes might be more effective than re-writing and re-issuing the whole policy'*

Coronavirus (COVID-19): safeguarding in schools, colleges and other providers DfE  
27/03/20

### **Context:**

**In response to COVID guidance 27/03/20 the specific contingency plans and awareness raising measures are outlined in this addendum to the existing school Child Protection and Safeguarding (CP&S) arrangements. As such, these contingency arrangements are obligatory and must be followed by all staff. We all have a shared responsibility for CP&S.**

Whilst the Child Protection & Safeguarding arrangements and responsibilities outlined in the Ebor Academy Trust strategic policy remain in place, in the current context, specific and vital additional strategies are required to be implemented to ensure continuity of support for vulnerable children and others attending school at this time.

We will endeavour to do all that we can to continue to provide a safe and caring environment for all children and staff attending school and to support children not attending as much as practicably possible.

We recognise that some of the children attending school are our most vulnerable and may be at even greater risk or stress at this time due to family problems or mental health concerns or other issues.

Staff are aware through this time of national crisis and school closures of the potential significant impacts on a child/young person's mental health and wellbeing. Staff are ensuring that if they have such concerns about a child, be that child attending the provision or otherwise, they are able to gather all concerns/disclosures and record and report them through the usual channels. Any indicators that a child is potentially at risk or vulnerable, through disclosures or behaviours presented through online classrooms and remote teaching tools, must still be collated and reported in the usual manner. Where schools are operating rotating leadership teams or remote DSL

support then all staff should be clear on who they report disclosures and concerns to on a daily basis.

The leadership team and governors also are aware and sensitive to the pressures that staff, including themselves, are under at this time and recognise that they require support in order to be able to support the children they care for at school. This is particularly the case for staff such as DSLs, SENDCO, pastoral teams and Designated LAC teachers who have such an important role to play in supporting our most vulnerable children.

**1. Updated advice from the local safeguarding partners or MAT (include contact numbers and referral procedures if different to your usual reporting arrangements)**

1.1 Due to COVID19 the Ebor Academy Trust has assigned the strategic responsibility of safeguarding to the Trust Safeguarding Lead who can act, where needed, as a remote DSL for schools.

1.2 The Trust Safeguarding Lead and Executive Headteacher for each school are also available to support with complex cases and offer extra balances and checks in relation to the safety of all pupils.

1.3 Within each local authority area, a number of school based staff are working as part of a co-ordinated response team under the guidance of the Trust Safeguarding Lead, offering the MAT schools in the locality additional advice and capacity to ensure all safeguarding arrangements remain compliant and operational. The Trust has assimilated a central register of all children in its schools identified as critically vulnerable. This is only accessed by the Trust Safeguarding lead and the CEO. This includes a child on a child protection plan, child in need, child looked after, or a child with an EHCP. This allows for contingencies to be made if ever a school does not have its DSL or DDSL for a short period of time.

**2. Updated advice received from local authorities regarding 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.**

2.1 Children with an EHCP plan have been offered a place in school in line with the government stipulations on school closures. In mutual agreement with the school leadership and parent, the child is only accessing the provision if it is decided that it is the right thing for that child's welfare and wellbeing to attend the setting.

A number of children are offered 1:1 support where it is felt appropriate and beneficial. Children who are currently on the SEND register have key workers who adapt and create differentiated provision for home learning to accompany /compliment the class teachers work. Children who are currently under assessment in preparation for an EHCAR are invited into school to work 1:1 with an SEN AT. This provides individual support , supporting children with their home learning tasks and bridging gaps in education identified before lockdown.

2.2 The WEB (Well-being and Behaviour) Team are making regular contact with children through Google classroom and monitoring their engagement and interactions. Daily activities are posted to support the mental well being of the children. All children are invited, selected children are given individual invitations; those who would normally receive pastoral-type support in school, have previously required the support of the WEB team, and those identified by others. The WEB team work together and create a newsletter, offering guidance and support to parents and children fortnightly. This goes to the whole school via Class dojo.

2.3 Children identified as vulnerable and who have a social worker have a school place allocated should they wish to access it. However, each school's leadership team is ensuring that the appropriate number of welfare phone calls/pavement home visits/and liaison with the family are made. Where it is needed, alternative and bespoke provision is being put in place for these children and they are constantly being monitored. Regular liaison with Children's and Family Services is in position for these children.

2.4 The school's WEB team are supporting critically vulnerable children, engaging in 1:1 sessions with children identified by DSL, Wellbeing Lead, parent or teacher as requiring more intensive support. Appointments are held in school, usually 2x 1 hour sessions per week. KS2 children are all invited to join the WEB Google classroom.

Where required by the SLT and through direction of the DSL/Wellbeing Lead, the WEB team will make contact with families to engage and offer support, providing information to guide families to other agencies and ensuring children's needs are being met .

2.5 The DSL/DDSL are still attending all meetings via a virtual platform that are required for children who are S47 or S17. On the rare occurrence due to the COVID19 position that the school does not have capacity to fulfil its duty to attend statutory meetings, the Trust Safeguarding Lead (Rebecca McGuinn) or Executive Headteacher (Dave Barber) are able to represent the school and ensure all information is shared and assimilated. The information for all vulnerable children is recorded weekly onto a Vulnerable Children's Register (VCR) which is a live working document.

### **3. Revised procedures for staff and volunteers if they have any concerns about a child.**

3.1. In order to minimise the risk of the spread of infection, protecting the children, its staff and the local community through the period of school closures, the MAT does not foresee that volunteers will be coming onto the school site. Should this change then the school will ensure the volunteer adheres to all the usual policies and procedures that are in place to work safely and safeguard children and staff.

3.2 If staff have a concern about a child who is in the emergency provision, or is accessing through the remote online platforms, then the school's usual systems are in place for reporting concerns. Depending on the nature of the concern the DSL/DDSL will make contact with the family if appropriate.

3.3 A staffing rota is in place which ensures that internal, established safeguarding systems are able largely able to continue, whilst minimising the risk to all staff. Staff

working from home who have concerns know how to escalate these concerns to the DSL/DDSL.

The majority of parents have signed up to Class Dojo, which will be the main communication platform for school. All newsletters and correspondence from the Headteacher are posted on this platform. Weekly check-ins are posted via class Dojo by all teachers on a Monday morning and the responses are recorded onto the Class Monitoring Log (CML). Additionally pupils in upper KS2 are encouraged to check-in daily using Google Classroom. If no contact has been made by Thursday, class teachers begin to make phone calls to parents. SLT will attempt to contact parents from school and if contact is still not made and the welfare of the child is of concern, pavement visits will be undertaken by SLT. A flowchart to support staff through the process has been shared.

- 3.4 If the concern raised seems to meet the threshold, the DSL/DDSL will make a referral to Early Help or Children and Family Services (CFS) following the normal referral channels.

**4. Emphasising the continued importance of all staff acting immediately on any safeguarding concerns.**

4.1 Staff will monitor which children are accessing online resources and the use of Google Classroom. Staff will also contact families to keep in touch via emails and phone calls should they have any concerns with regards to lack of engagement or need to offer additional learning support.

4.2 If staff are still not able to get in contact with the family during the week then they will inform the DSL and/or a member of the SLT. The DSL will evaluate the situation with regards to the child's welfare and decide the most appropriate course of action.

4.3 If there is a continued failure to make contact with the family, the SLT/DSL will undertake a pavement visit and attempt to make contact at the house adhering to social distancing procedures. Staff will never attend alone, nor will staff travel together in the same car. Where a child or family has become unobtainable and there are either identified previously known risks, or a prolonged period of absence from the online portals, the DSL will make a decision to refer in to social care if they feel it meets the threshold. We will also involve other agencies such as North Yorkshire Police if it is felt appropriate to make welfare checks.

**5. Key Safeguarding leads: contact details and contingency arrangements.**

**5.1 DSL** – Michaela Chalk - m.chalk@ebor.academy - 01723 582616 - Mobile - 07391600549

**5.2 Deputy DSL** - Tim Jolly - t.jolly@ebor.academy - 01723 582616

**5.3 Head of School** Richard Crabtree - r.crabtree@ebor.academy - 01723 582616

**5.3 Headteacher** - Tim Jolly - t.jolly@ebor.academy - 01723 582616

**5.4 Safeguarding Governor** - David Stublely - d.stublely@ebor.academy

**5.5 The Trust DSL** - Rebecca McGuinn - r.mguinn@ebor.academy - 01904 553404

**5.6 Executive Headteacher** - Dave Barber - d.barber@ebor.academy - 01904 553404

**6. The continued importance for school and college staff to work with and support children's social workers and the local authority Virtual School Head (VSH) for looked-after and previously looked-after children.**

6.1 We will keep in regular contact with Social workers and the virtual school through email and telephone. All conversations will be documented on CPOMS

6.2 LAC reviews and any paperwork that needs to be completed will be done digitally or over the phone. All conversations will be documented on CPOMS

6.3 We will also keep in contact with the LAC if they are not already in school and do regular welfare calls with the family and will speak to the child where possible.

6.4 We will attend all child protection meetings, core groups, MARACS, and strategy meetings remotely.

**7. Peer on peer abuse - given the very different circumstances schools and colleges are operating in, a revised process may be required for managing any report of such abuse and supporting victims. Through the period of the school closure the school staff will remain vigilant for all external factors that could be impacting on a pupil's emotional health (the principles as set out in part 5 of KCSIE should continue to inform any revised approach).**

7.1 Staff will be closely monitoring any online interactions that they are having with children.

7.2 Schools will be building online and remote systems for carrying out emotional check ins and trying to assess a child's welfare through keeping in touch phone calls and messages through each school's online management information system for parental communication.

7.3 All class teachers and SLT will monitor on a daily basis the interactions between children on school based home learning platforms. Daily engagement of children' online learning will be monitored and actions taken where children are not accessing consistently. This will initially be via the class teacher, WEB team and then brought to the attention of members of SLT/DSL.

7.4 Children whose well-being may be affected, will be signposted to the SENDCO who will negotiate with parents/carers and then allocate a member of the WEB Team to tailor specific strategies to meet the child's needs. Children may receive additional 'check-ins', specific work or be invited into school to work with a WEB mentor on a 1:1 basis adhering to social distancing.

**8. What staff should do if they have concerns about a staff member who may pose a safeguarding risk to children (the principles in part 4 of KCSIE will continue to support how a school or college responds to any such concerns).**

8.1 Staff will continue to follow our school safeguarding policy and whistleblowing policy

8.2 We have received advice from Rebecca McGuinn on how staff should keep themselves safe when contacting parents and families as well as suggested prompts, guides and scripts for engaging with families throughout COVID19

8.3 All SLT have access to online classrooms and Class Dojo and will reflect on the work posted. All Phase Leaders have weekly hangouts where they discuss the work that will be posted on Dojo for their phase. Additionally, those using Google classroom have access to the platforms and can monitor how children are communicating and what children are posting.

**9. Arrangements to support children that the school is concerned about who do not meet the 'vulnerable' definition therefore are not attending the provision.**

9.1 Children that are known to be vulnerable, but do not meet the criteria to work with external agencies, will be placed on Vulnerable Children's Register (VCR). Children on this register will be contacted weekly by Key workers to support their welfare and learning needs. Additional provision can be made available through discussions with parents, carers, key staff in school and wider professional agencies. This could be tailored provision provided internally with the SEN/WEB Team or external provision provided by additional agencies.

9.2 When key workers make their welfare calls they will assess the needs of the child and plan additional provision on a bespoke basis. Key Workers will speak with the DSL and change the VCR using a traffic light system to prioritise the welfare and need.

9.3 Key Workers will meet weekly and review the vulnerable register to ensure that the correct children are still being targeted for welfare calls, WEB/SEN support and pavement visits where there are concerns

9.4 Class teachers have a system to ensure they check-in regularly and they are aware, through the use of the checklist when to contact SLT or the DSL with additional concerns.

9.5 Risk assessments are in place and specific plans are overseen by the SENDCO to ensure the WEB Team are supporting specific wellbeing needs of all children with whom they work. This is both remote working through Google classroom and on a 1:1 basis in person.

9.6 The Trust Welfare Response team has been established and meet weekly with Rebecca McGuinn (Trust Safeguarding Lead) to ensure systems are adhered to and to keep in touch with legislation and Government updates.

9.7 All parents have been signposted to the Useful Contact Document. This provides useful contact numbers for services that they may need during the school closures. This includes contact numbers for CFS, IDAS and local food banks

**10. The school's arrangements to ensure online safety for the staff who are working via online platforms as a means of teaching and learning or establishing welfare checks. Ensuring the online safety of children who may have access to school's technology such as a Chromebook.**

10.1 We will continue to provide a safe environment, including online. This includes the use of online filtering & blocking of inappropriate material and interactions and constant monitoring by staff of children's online activity.

We are not streaming any live lessons to children in their family homes. We may, in the future provide some 'Gmeets' and /or 'hangouts' with children who cannot access provision e.g. shielding groups, however this will be done at school using the school wifi, with two members of school staff in the same room, who will adhere to social distancing, to keep them safe. Additionally, we would aim that children accessing this would have the use of a school chromebook. Parents would be expected to sign an agreement that would have clear instructions with regards keeping staff and children safe at all times. This signed agreement would then be uploaded onto the child's CPOMS profile. This will be a decision made by the SLT in due course.

10.2 All staff who interact with children in school and online will continue to look out for signs a child may be at risk. Any such concerns should be dealt with following the Child Protection procedures as above and where appropriate referrals will be made to CFS by the DSL/DDSL or the Trust DSL.

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

10.4 We will maintain communication with parents and ensure that they are signposted via the school website, Google classroom and class Dojo to sources of advice in relation to online safety at this time of increased use of home learning and virtual interactions.

11. Arrangements for supporting pupils and staff welfare as more children return into the setting from 8th June 2020. Giving due consideration to the fact staff will be encountering some children who have not seen a 'safe' adult for some time. The school has clear systems, policies and procedures so that children can speak freely and share their worries or concerns. All children's mental health and emotional state will need to be given regular and due consideration.

11.1 School has considered internal mechanisms for sharing and passing information to the relevant people onsite if they have concerns about a child's safety. Staff have been informed and know to speak with the DSL and follow the advice given including recording concerns onto a Google Doc and sharing as soon as possible with the DSL.

This will be followed with an entry onto CPOMS, if directed to do so by the DSL. Staff to ensure that the DSL has received the Google Doc as soon as this is complete either face to face or by telephone contact.

11.2 Internal communication systems including face-to-face and hangouts are available to keep staff regularly updated with a child's welfare. CPOMS is used by all staff to ensure that we hold accurate and current information that has been shared with regards to children in our care. Any external agencies that share information will be uploaded onto CPOMS to enable accurate record keeping.

11.3 Regular staff briefings will be held either face-to-face or in a hangout so that necessary information in relation to a child's welfare and safety can be shared especially if practice or provision will need to be adapted.

11.4 We have key trained designated staff in school, who can be available to those children who may need to be supported through a disclosure. Staff recognise that some children could require designated time, to manage their emotions or anxieties once they are back inside the school building.

Staff have an awareness of how to respond to children who may be experiencing separation anxiety from their family members, or are struggling with the adjustments to the current structure of the school that for some may not be providing the familiarity they were previously used to.

11.5 The MAT's welfare and wellbeing teams will continue to operate and supply schools with support and specialist resources to address the emotional recovery and reintegration for pupils back into the school setting.

11.6 Where it is required, we have staff who are able to maintain and support the welfare and wellbeing strategy for the home learners, especially those who have been classed as vulnerable by the DSL and SLT.

11.7 Support, guidance and reassurance is provided to help children with the concept of social distancing. The school has systems in place to minimise the damage on pupils mental health and wellbeing due to not being able to interact as normal with peers and other staff members.

11.8 Whole school consideration is being given to all children's mental health and wellbeing. The focus work that is being done in school is allowing children time to talk and express their emotions offering them a chance to share the experiences they have had whilst they have been away from school.

11.9 Staff are able to speak to key members of staff about any worries or concerns that they have in relation to their own personal safety and wellbeing. Staff who are working

with the critically vulnerable children, or children who demonstrate complex behaviours or physical needs have undertaken a risk assessment and are able to access regular reviews and debriefs to support their working practice.

12. From the 1st June all schools within the MAT will resume taking their daily register, children who are deemed to be accessing a place will need to be accounted for on a daily basis. It is a school's responsibility to follow up on any non attendance in line with the school's attendance and absence policy.

12.1 The school will make sure that they notify Social Workers where children with a social worker do not attend.

12.2 The school will follow up with parents and carers on a daily basis where a child is expected to attend but does not.

12.3 The school will take every opportunity when speaking to the parents and carers of the children due to attend school from 1st June 2020 to ensure all emergency contacts and home addresses are current and up to date.

#### **Review of policy Addendum:**

We will constantly review the operation of this addendum and make adjustments if identified and on receipt of further Government, DfE, LA or other advice and updates. We also remain compliant with all local authority reporting arrangements, and multi-agency safeguarding hubs.