ADDENDUM

Tier 4 school closure arrangements for Safeguarding and Child Protection at

The Parkland Federation

Document Management	
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Contents

Key Contacts

Role	Name	Contact number	Email
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A list of additional Trust Safeguarding Leads and contact details can be found here:
Emergency Contact Details SAT Designated Safeguarding Leads

1. Scope

This addendum applies to all Trust schools during the period of school closure due to COVID-19, and reflects updated advice from our local safeguarding partners and local authority (LA)

Unless covered here, our normal Child Protection and Safeguarding Policy continues to apply. The Department for Education's definition of 'vulnerable children' includes 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
  - adopted children, 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)
  - others at the provider and local authority's discretion

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 5 for details of our arrangements).

- It is essential that unsuitable people do not enter the school workforce or gain access to children.
- Children should continue to be protected when they are online.

3. The Role of the Executive Headteacher

- The Executive Headteacher must ensure that systems are in place to regularly check on vulnerable pupils who are not in school and that the system is quality assured.
- The Executive Headteacher will ensure that all staff are aware of new procedures.
- 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.
- We will continue to keep our single central record up to date.

4. 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 attending school and those at home.

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.

5. Designated Safeguarding Lead and Deputy Designated Safeguarding Lead Arrangements

We aim to have a trained DSL or Deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Key Contacts' section at the start of this addendum.

If our DSL (or deputy) cannot be in school, they can be contacted remotely by email

If our DSL (or deputy) is unavailable, we will contact a Trust DSL Emergency Contact Details SAT Designated Safeguarding Leads.

We will keep all school staff and volunteers informed by email 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.

The Executive Headteacher will ensure that there is a senior leader identified who will be responsible for coordinating safeguarding including 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.

6. 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 local safeguarding partners
- The local authority and local safeguarding board

7. Monitoring Attendance

We will continue to take our attendance register. We will also continue to submit the Department for Education's daily online attendance form, until no longer asked to do so.

Attendance recording

Vulnerable children: As vulnerable children are still expected to attend school full-time they will not be marked as Code X if they are not in school (except if they are shielding, self-isolating or quarantining).

Our school will encourage vulnerable children to attend but if the parent of a vulnerable child wishes for their child to be absent from school, the parent should let the school know that the pupil will not be attending. We will grant such applications for leave given the exceptional circumstances. This will be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.

Children of critical workers: As with vulnerable children, critical worker parents and carers should let schools know if their child will not be attending and, if not, we will grant a leave of absence (code C) given the exceptional circumstances.

Pupils who are not expected to be in school: All pupils who are not expected to be in school will be marked as Code X. They are not attending because they are following public health advice.

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.
- 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 daily online attendance form.

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 via the office communication system.

8. 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.

9. 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.

If there is any allegation made against a professional a DSL will contact the LADO.

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.

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 4 above.

10.1 Contact plans

We have contact plans for children 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:
    - o How often the school will make contact
    - o Which staff member(s) will make contact
    - o How they will make contact

We have agreed these plans with children's social care where relevant, and will review them fortnightly. If we cannot make contact, we will contact children's social care or the police.

10.2 Children attending 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.

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

10.3 Children at home

The school will maintain contact with children who are not yet returning to school. 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.

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

Where the school is unable to make contact with a family we will ensure there is a rigorous email trail to show that all efforts have been made to contact the families and their allocated social worker. DSLs should copy in managers if they are not satisfied with the response they have been given.

11. Online Safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school and will refer to the Trust IT Support Team for additional support.

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff code of conduct Active Protocols and 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 4 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 and ensure there is guidance on our weekly communications
- 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
- Schools are likely to be in regular contact with parents and carers. Those communications should be used to reinforce the importance of children being safe online. It will be especially

important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school their child is going to be interacting with online.

● Parents and carers may choose to supplement the school online offer with support from online companies and in some cases individual tutors.

● In their communications with parents and carers, schools should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

● Support for parents and carers to keep their children safe online includes:

Internet matters - for support for parents and carers to keep their children safe online.

London Grid for Learning - for support for parents and carers to keep their children safe online.

Net-aware - for support for parents and carers from the NSPCC.

Parent info - for support for parents and carers to keep their children safe online.

Thinkuknow - for advice from the National Crime Agency to stay safe online.

UK Safer Internet Centre - advice for parents and carers.

● The above website links can also be shared with parents/carers via the school's regular newsletters or the agreed electronic communication systems.

12. Mental Health

12.1 Children attending 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. Before taking action around behaviours possibly related to mental health, a risk assessment should be completed or reviewed to reflect the schools behaviour addendum.

School Counselling will continue via the telephone

Thrive will continue in school

Play Therapy will continue for pupils in school

12.2 Children at home

Where possible, we will continue to offer our current support for pupil mental health for all pupils.

School Counselling will continue via 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.

13. Staff, Training, Recruitment 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 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.

Where the school are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

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 Child Protection and Safeguarding 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:
  - o A copy of our child protection policy and this addendum.
  - o Confirmation of local processes.
  - o Keeping Children Safe in Education part 1.
  - o Confirmation of DSL arrangements.

13.4 DSL training

The DSL (and deputy) may not be able to take part in training during this period. If this is the case, the DSL (and deputy) will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training. The DSL (and deputy) will do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.

Senior Leaders will ensure that clinical supervision is available for DSLs.

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 cannot share this information, the senior leader(s) identified in section 5 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 local safeguarding partners, the LA or DfE is updated, and should any changes need to be made these will be amended by the Safeguarding Leadership Group and reviewed by the Board of Directors.

Executive Headteachers and the Local Governing Body/Challenge Committee will monitor the provision of safeguarding.

15.1 Links with other policies

This policy links to the following policies and procedures:

- Child Protection and Safeguarding policy
- Code of Conduct
- IT Acceptable Use policy
- Health and Safety policy
- Online Safety policy
- Remote Learning Plan