

This Addendum must be read in conjunction with our Child Protection Policy and procedures available on the school website.

Levens CE SCHOOL

CHILD PROTECTION POLICY AND PROCEDURES – COVID 19 ADDENDUM

June 2020

<i>At the time of publishing the following roles were held:</i>	
Head teacher	Jane Farraday
Designated Safeguarding Lead	Jane Farraday
Deputy Designated Safeguarding Lead(s)	Rachael Wadey
Designated Teacher for looked-after or previously looked-after children	Jane Farraday
Governor with safeguarding responsibility	Suzan Bishop

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1. Introduction

This addendum has been created following DfE guidance on [safeguarding in schools and other providers](#) issued by GOV UK on 27 March and updated on 20 May 2020 and applies to all schools, whether maintained, non-maintained or independent (including academies, academy trusts, free schools and alternative provision academies), maintained nursery schools and pupil referral units. It is an addendum to the School's Child Protection Policy and procedures which in turn complies with [Keeping Children Safe in Education 2019](#) statutory guidance and must be read in conjunction with that Policy and procedures. The Child Protection Policy and procedures is available on the school website or in hard copy on request as is this addendum.

2. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend. Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home. Schools and other childcare providers are now being asked to open their doors to a greater number of pupils and we expect to be able to welcome back more children to our school over the coming weeks where it is considered safe to do so.

Despite the changes, the school's Child Protection Policy and procedures is fundamentally the same: **children and young people always come first, staff will respond robustly to safeguarding concerns and contact the Designated Safeguarding Lead (DSL) wherever necessary in line with our established safeguarding procedures.**

This addendum sets out some of the adjustments we are making in line with the changed arrangements in the school and following [advice from government](#) and local agencies.

3. The current school position and local advice

Levens CE School (hereinafter referred to as 'the school') opened initially for pupils who are considered vulnerable (either by Government designation or locally by the school Senior Leadership Team (SLT) and those of critical workers as outlined in the Government [guidance](#) on Tuesday 2nd June and then Year 6, Reception, Year 1 and Nursery pupils over a two week staggered induction. This is in line with advice from the Local Authority and their safeguarding partners (Health Authority and Police). Further advice on this issue can be found on [Cumbria County Council website](#). This includes information issued to schools regarding children with education, health and care (EHC) plans, details of the [Designated Officer \(DO\)](#) appointed by the Local Authority (see also section on managing allegations below) and children's social care, referral thresholds and children in need.

Details on the definition of a vulnerable child are outlined in section 4. below. Further supporting information on this is outlined in the Government advice '[Guidance for schools, childcare providers, colleges and local authorities in England on maintaining educational provision](#)'. This is in line with advice from the Local Authority and their safeguarding partners (Health Authority and Police). Further advice on this issue can be found on [Cumbria County Council website](#). This includes information issued to schools regarding children with EHC plans, details of the [Designated Officer \(DO\)](#) appointed by the Local Authority (see also section 7. below) and children's social care, referral thresholds and children in need.

4. Vulnerable children/groups

Vulnerable children include those who have an allocated social worker and those children and young people up to the age of 25 with an education, health and care (EHC) plan.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after or have in the past been looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

For vulnerable children who have an education health and care (EHC) plan, attendance is expected where it is determined, following [risk assessment](#), that their needs can be as safely or more safely met in the educational environment.

Eligibility for free school meals in and of itself is not necessarily the determining factor in assessing vulnerability. Senior leaders, especially the Designated Safeguarding Lead (DSL) and deputy know who most vulnerable children are and have the flexibility to offer a place to those on the edge of receiving children's social care support. Therefore, in addition to the National guidance on children who are designated 'vulnerable', other children may be identified as vulnerable by the school SLT and parents of those children will be contacted individually to discuss their child's needs and whether it would be in the child's best interest to return to school earlier rather than later.

The School will continue to work with and support children's social workers 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.

There is an expectation that vulnerable children (including those who are deemed otherwise vulnerable at the school's discretion) who have a social worker will attend an education setting unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on [households with possible coronavirus infection](#) and [shielding and protecting people defined on medical grounds as clinically extremely vulnerable](#)). 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 school will explore the reasons for this directly with the parent.

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

We will encourage our vulnerable children and young people to attend school.

5. Attendance and monitoring

Department for Education (DfE) advice is that education settings will resume the attendance monitoring process from 1 June when more groups of pupils return to school.

In addition, the Local Authority also require their online data collection form to be completed by 12 noon each day - [LA Daily Data Collection Form](#).

The Head teacher will agree with parents/carers whether children in need should be attending school – school staff will then follow up on any pupil that they were expecting to attend school but who does not. We 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 school will, when communicating with parents/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 school will notify the child's social worker, as stated in the flow chart at **Appendix A**. Any deviation from this plan will result in the application of a Critical Absence Plan (**Appendix B**) approved by the Designated Safeguarding Lead.

6. Safeguarding Arrangements

The school has both a Designated Safeguarding Lead (DSL) and a Deputy DSL as outlined on the first page of our Child Protection Policy and procedures and replicated on the first page of this addendum

Once pupils have returned to school, it is conceivable that staff and other adults may identify new safeguarding concerns about individual children as they see them in person following the school's closure period. Should this situation arise, staff and other adults **must** alert the DSL or deputy DSL of their concerns at the earliest possible opportunity. In the absence of the DSL or deputy DSL, the member of staff or other adult must alert the Head teacher or other senior manager immediately. Any concerns must be recorded in writing in the usual way for recording using the school's normal recording system. Resources in the form of

additional support for the DSL will be made available should there be an increase in safeguarding concerns with pupils returning to school.

It is important that all our school staff and other adults have access to a trained DSL (or deputy). Where a trained DSL or deputy is not on site, in addition to the above, the Head teacher (or appropriately trained SLT member) will assume responsibility for co-ordinating safeguarding. This might include updating and managing access to child protection online management system (e.g. CPOMS) or the normal school recording system 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.

We will ensure that we have necessary, appropriate and up-to-date child protection information on all our pupils, paying particular regard to those who have been attending other provision during the school's closure period and those who have been learning at home but have subsequently returned to school. Our records will be updated accordingly as soon as possible so that they remain accurate. This may involve asking parents/carers to make the school aware of any changes regarding their child's welfare, health and wellbeing that the school should be aware of prior to the child returning to school. Parents/carers should inform the school of any new issues which arise once their child has returned to school.

7. Reporting a concern

Where staff or other adults have a concern about a child, they should continue to follow the procedures outlined in the School's Child Protection procedures. Staff and other adults are reminded of the need to report any concern immediately and without delay to the DSL or deputy DSL.

Any concerns or allegations made against staff or other adults in the school must be directed to the Head teacher. Concerns or allegations made against the Head teacher should be directed to the Chair of Governors in accordance with our existing Child Protection Policy and procedures. Cumbria Safeguarding Children Partnership have procedures for [reporting and dealing with allegations against adults](#) and details of the Designated Officer (DO) appointed by the Local Authority.

If at any point there is a risk of immediate serious harm to a child a referral will be made Cumbria Safeguarding Hub immediately – **anybody can make a referral**. If a referral is made by a member of staff or other adult, they should inform the DSL or deputy DSL as soon as possible.

Cumbria Safeguarding Hub - 0333 240 1727

E mail: safeguardinghub.fax@cumbria.gov.uk

8. Peer on peer abuse

We recognise that over the coming weeks when not all children have returned to school, a revised process may be required for managing any report of peer on peer or child on child abuse and supporting victims.

Where school staff receive a report of peer on peer abuse either online or in the wider school community, they will follow the principles as set out in part 5 of KCSiE 2019 and those outlined within our Child Protection Policy procedures.

The school will listen to and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person. Concerns and actions must be recorded on the normal school recording system and appropriate referrals made.

9. Child Protection Training and Induction

Statutory DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training. All existing school staff (including those contracted by other employers but who regularly work in the school) have had safeguarding training, have read part 1 and Annex A of Keeping Children Safe in Education (KCSiE), 2019, the Child Protection Policy and procedures, the school staff Code of Conduct, Whistleblowing procedures and the

school Whole School Behaviour Policy and procedures. Regular volunteers have also read part 1 and Annex A of KCSiE in relation to their role in school. We will ensure that all staff and other adults who require updated or additional training have access to Level 1 Child Protection training which can be undertaken online via the [Cumbria Safeguarding Children Partnership website](#).

The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child or have concerns about the behaviour of another adult in school. Where new staff or volunteers are recruited or have temporarily transferred from another school, they will be given a safeguarding induction (as amended in line with the new COVID-19 arrangements) and be provided with a copy of the school's Child Protection Policy and procedures and this Addendum, the School staff Code of Conduct and Addendum, the school's Behaviour Policy and Addendum and other appropriate school Policies.

10. Safe Recruitment

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, we will continue to follow the relevant safer recruitment processes for our setting, including, as appropriate, relevant sections in part 3 of KCSiE 2019.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance ([COVID-19: Free-of-charge DBS applications and fast-track Barred List check service](#)) on standard and enhanced DBS ID checking to minimise the need for face to face contact.

There is no requirement to obtain a new DBS check for returning staff who have continued to be employed but have not been working in regulated activity during partial school closures. If for any reason the school has concerns about the individual, they may obtain a new check in the usual way.

The school 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 2019.

The school will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSiE 2019 and the TRA's 'Teacher misconduct advice' for making a referral.

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

11. Online Safety

The school will continue to provide a safe environment, including online.

This includes the use of the School's online filtering system set up by via our contract with SystemIT. Where children and young people are using computers and other IT media in the school, appropriate supervision will be in place.

12. Mental health and wellbeing

We understand that negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Where we have children of critical workers and vulnerable children on site, and/or more children returning to school from 1 June onwards, we will ensure appropriate support is in place for them.

We will make reference to the DfE guidance on [mental health and behaviour in schools](#) in order to identify children who might need additional support, and put this support in place. The guidance sets out how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or displaying excessive clinginess. Support for pupils in the current circumstances will include existing provision in the school (although this may be delivered in different ways, for example over the phone for those children still not attending provision) or from specialist staff or support services.

All our staff will be made aware of the impact the current circumstances can have on the mental health of those pupils (and their parents) who are continuing to work from home, including when setting expectations

of children's work. The DfE has provided separate [guidance on remote education practices](#) during the coronavirus outbreak.

13. Safety of children using online systems remote from school

It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk. Any such concerns should be dealt with in accordance with our Child Protection Policy and procedures and where appropriate, referrals will be made to children's social care and as required, the Police. Any member of staff who has concerns about a child must report this to the DSL in the first instance and failing the availability of the DSL, the Head teacher/Hub Senior leader. Online teaching should follow the same principles as set out in the school Code of Conduct.

The school will ensure any use of online learning tools and systems is in line with privacy and data protection (GDPR) requirements. The delivery of any live lessons must be agreed with the Head teacher or other senior leader in advance. Consent must be sought from both parents and pupils.

We will ensure that children who are being asked to work online have very clear reporting routes in place so they can raise any concerns with the school whilst online e.g. incidents of cyberbullying and we will apply the same child-centred safeguarding practices as if children were learning at school.

The school has taken on board guidance from the [UK Safer Internet Centre](#) on safe remote learning. We have reviewed the code of conduct and information sharing policy accordingly. Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the school's code of conduct and importance of using school systems to communicate with children and their families.

Children and young people accessing remote learning receive guidance on keeping safe online and know how to raise concerns with the school.

We also recommend the following to pupils:

- Childline (www.childline.org.uk) – for support
- UK Safer Internet Centre (<https://reportharmfulcontent.com/>) - to report and remove harmful online content
- CEOP (<https://www.ceop.police.uk/safety-centre/>) - for advice on making a report about online abuse

Parents and carers have received information about keeping children safe online with peers, the school, other education sites they may access and the wider internet community. We have set out the school's approach, including the sites children will ask to access and set out who from the school (if anyone) their child is going to be interacting with online. Parents have been offered the following links:

- [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 careers 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
- [Childnet](#) - offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Let's Talk About It](#) - advice for parents and carers to keep children safe from online radicalisation

In addition, the Government has also provided:

- [support for parents and carers to keep children safe from online harms](#), includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying
- [support to stay safe online](#) includes security and privacy settings, blocking unsuitable content, and parental controls

Free additional support for staff in responding to online safety issues can be accessed from the [Professionals Online Safety Helpline at the UK Safer Internet Centre](#).

14. Supporting children not in school

The school 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, they will ensure that a robust communication plan is in place for that child.

Details of this plan must be recorded on the school normal recording system as should a record of any contact made. The communication plans can include: remote contact; phone contact; or socially distant door-step visits. Other individualised contact methods should be considered and recorded.

The school 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.

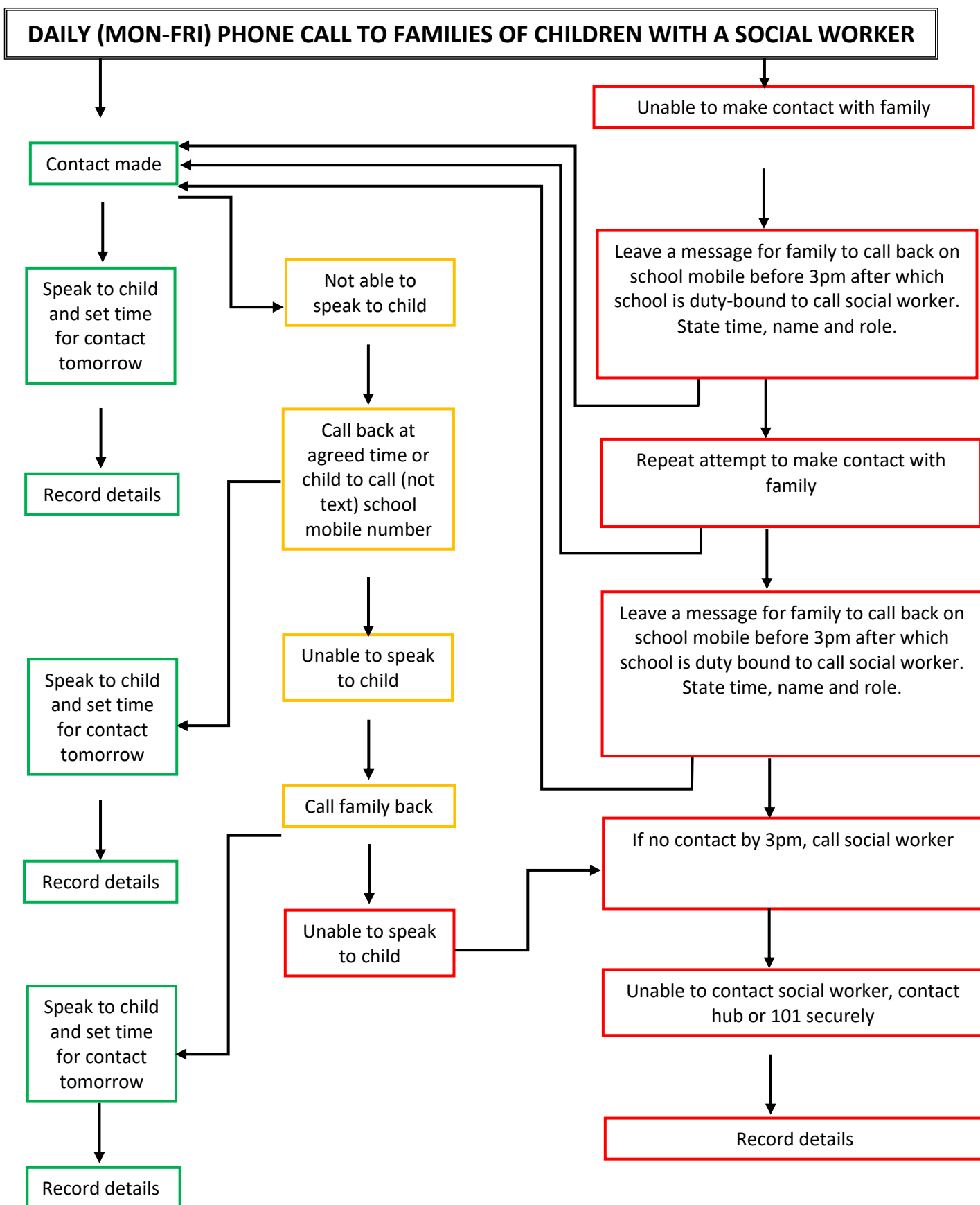
We will share safeguarding and child protection messages on the school website and social media pages.

We recognise that school is a protective factor for children and young people and the current circumstances can affect the mental health of pupils, their parents/carers and immediate family. To this end, we will do everything we can to minimise the effects in relation to any online resources made available to pupils' home learning.

Teachers at our school will be made aware of the above in setting expectations of pupils' work where they are at home.

We will endeavour to support our pupils and their families in the current circumstances using the existing school systems and processes. We will also make reference to DfE guidance [mental health and behaviour in schools](#) 2018.

The DfE have also issued advice for parents/carers on [supporting children and young people's mental health and wellbeing during the coronavirus \(COVID-19\) outbreak](#).



Many families have multiple agencies working with them and will be inundated by welfare calls, so it may be prudent to schedule a timetable with other agencies e.g. siblings' schools, AP providers including HHTS, Young Carers etc. These students may be subject to Critical Absence Plans. Please ensure that the other organisation informs the school of contact/concerns so the information can still be logged using CPOMS or similar recording system.

Levens CE School - Critical Absence Plan

Date Plan agreed:

CRITICAL ABSENCE PLAN			
Name(s) of child(ren):			
Year Group(s):	CP, CIN, CLA or OTHER (circle one)	Key Worker in school:	
Parent's/Carer's name(s)			Contact Number:
Social Worker:			Contact Number
Other agencies/organisations known to be working with the family:			
Reason given for absence:		Authorised absence?	YES/NO (circle one)
Reason for plan:			

	Plan to ensure contact is made with family & child daily	Follow up procedure if no contact is made	Plan to ensure key worker is informed of successful contact and can log on school recording system
MONDAY			
TUESDAY			
WEDNESDAY			
THURSDAY			
FRIDAY			

Next scheduled meeting e.g. .Core Group, TAF, Review Meeting:		
Date	Time	Location

Plan Review Date: _____

Signed by DSL: _____