



Southerly Point Co-operative Multi-Academy Trust COVID-19 school closure arrangements for Safeguarding and Child Protection

This policy may be subject to additional amendments in line with changing Government advice.

Context

Phased Return

From the week commencing 1 June 2020 at the earliest, the Government will be asking primary schools to welcome back children in Nursery, Reception, year 1 and year 6, alongside priority groups. The Government will ask secondary schools, sixth form and further education colleges to offer some face-to-face support to supplement the remote education of year 10 and year 12 students who are due to take key exams next year, alongside the full time provision they are offering to priority groups.

Each school and college's circumstances will be slightly different. Any school or college that cannot achieve the small groups necessary at any point should discuss options with the Trust. This might be because there are not enough classrooms/spaces available in the setting or because they do not have enough available teachers/staff to supervise the groups.

It is the Government's ambition to bring all primary year groups back to school before the summer holidays, for a month if feasible, though this will be kept under review. The Government will only welcome back additional year groups if the most up-to-date assessment of the risk posed by the virus indicates it is appropriate to have larger numbers of children within schools. The safety of children and staff is our utmost priority.

Whilst the ages and number of children returning will vary from institution to institution, the safeguarding principles to protect those children from harm and abuse will remain broadly the same.

This addendum of the Southernly Point Co-operative Multi-Academy Trust Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas

- 1.Context**
- 2. Key Contacts**
- 3. Risk Assessments**
- 4. Vulnerable children**
- 5.Attendance monitoring**
- 6.Designated Safeguarding Lead**
- 7.Reporting a concern**
- 8.Safeguarding Training and induction**
- 9.Safer recruitment/volunteers and movement of staff**
- 10.Online safety in schools and colleges**
- 11. Children and online safety away from school and college**
- 12.Supporting children not in school**
- 13.Supporting children in school**
- 14.Peer on Peer Abuse**
- 15.Support from the Multi-Academy Trust**

Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead			
Deputy Designated Safeguarding Leads			
Headteacher			
Trust Safeguarding Manager	Lucy Wandless		
Chair of Governors			
Safeguarding Governor / Trustee	Alan Hinchliffe		

Risk Assessments

It is especially important that wider opening risk assessments (as set out in action or education and childcare settings to prepare for wider opening from 1 June) and related Health and Safety risk assessments are appropriately linked into a school or colleges approach to safeguarding and child protection policy.

School has carried out risk assessments before opening. The assessments directly address risks associated with coronavirus, so that sensible measures are put in place to control those risks for children and staff. This includes assessing the physical and organisational structures needed to limit risks and limit movement around the building(s) (for example, classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunch queues, use of communal staff areas).

Vulnerable children

There is a continuing expectation that vulnerable children and young people of all year groups will attend educational or childcare provision, where it is safe and appropriate for them to do so. As per the current guidance, where these children and young people (up to the age of 25) are currently not attending but attendance is appropriate, the Government expects providers and local authorities to consider how to encourage their attendance.

Vulnerable children and young people in this context include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child. Attendance is expected, unless their social worker decides that they are at less risk at home or in their placement. The educational provider should notify the social worker in cases where these children or young people do not take up their place at school or college
- have an education, health and care (EHC) plan and it is determined, following a risk assessment, carried out with educational providers and parents, 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 are therefore in need of continued education provision - this might include children 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 who are young carers and others at the provider and local authority's discretion

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

Senior leaders, especially the Designated Safeguarding Lead (and their 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.

The government has the same expectations that pupils with SEN are welcomed back to school as soon as possible. However, for specialist settings and children with EHC plans (or where a risk assessment is deemed necessary) in mainstream schools and colleges the government are supporting flexible approaches to transitioning: part-time timetables, attendance rotas, blended onsite and home learning, phased return for individuals or groups and CYP being offered blocks of time on-site on a rotating basis.

Provision for pupils with EHCPs does not have to be delivered as usual but what is put in place should be based on reasonable endeavour by school or college and LA guidance on the changes to the law on education, health and care needs assessments and plans.

Risk assessments for pupils with EHCPs or for whom there are additional concerns should be regularly revisited and reviewed.

It is understood that some children and young people may return on a part time basis and online learning at home will continue for these pupils.

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. **The lead person for this will be:**

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 does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and **School** will explore the reasons for this directly with the parent.

Where the child's school based key worker is not available because of vulnerability or ill health, the school should adapt their planning and risk assessment to meet the child's needs. The school expects that local authority Children's Social Care will provide effective cover in the eventuality of the child's assigned social worker being unavailable

Where parents are concerned about the risk of the child contracting COVID19, an employee of **School** or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

School will continue to encourage our vulnerable children and young people to attend a school, or access education remotely if needed.

School will agree on what returning support is available for vulnerable and/or disadvantaged children (including any dual-registered students) and put in place provision for the return of pupils with special educational needs and disabilities (SEND) in conjunction with families and other agencies and engage with partners who will help to provide that support.

Attendance monitoring

No one with symptoms should attend a setting for any reason. Eligible children – including priority groups - are strongly encouraged to attend their education setting, unless they are self-isolating or they are clinically vulnerable (in which case they should follow medical advice). If someone in their household is extremely clinically vulnerable, they should only

attend if stringent social distancing can be adhered to, and the child is able to understand and follow those instructions.

Families should notify their nursery/school/college as normal if their child is unable to attend so that staff can explore the reason with them and address barriers together. Parents will not be fined for non-attendance at this time, and schools and colleges will not be held to account for attendance levels.

Schools and colleges should continue to inform social workers where children with a social worker do not attend.

Schools and colleges should resume taking their attendance register and **continue to complete/complete** the online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending. The Department will continue to monitor attendance at early years settings, via local authorities. This is to ensure that we have up-to-date information on available early years and childcare provision during the coronavirus outbreak, which children are accessing it and to monitor sufficiency in particular areas.

School leaders will attempt to make contact with parents/carers of any pupil who they were expecting to attend, but do not.

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

To support the above, **School** 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, **School** will notify their social worker.

Missing in Education

The local authority has advised schools to raise concerns after 10 days if contact with children and their families has been nil.

Where there are concerns regarding pupils or students and staff have been unsuccessful in their attempts to make contact, details of the pupil/student will be sent to the Education Welfare Service Mailbox educationwelfare@cornwall.gov.uk.

Education Welfare Officers will then make further attempts to contact the family and conduct a basic welfare check for the pupil/student(s).

Designated Safeguarding Lead

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

The Designated Safeguarding Lead is:

The Deputy Designated Safeguarding Lead is:

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/working at another setting.

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.

- Staff on duty are expected to report any concerns to the DSL/DDSL/senior leader
- If the DSL/DDSL are not on site the senior leader should make contact with them
- If contact cannot be made with the DSL/DDSL contact will be made with Lucy Wandless, Trust Safeguarding Lead
- All concerns will be recorded using My Concern and as required the Headteacher/DSL/DDSL will liaise 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 school name 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.

Each school will have a nominated safeguarding governor who will, under normal circumstances, visit the school to review safeguarding arrangements. Whilst the temporary arrangements for schooling described in this document are in place, governance can be exercised through a telephone conversation between the DSL and the nominated governor.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via MyConcern, which can be done remotely. This is when the child and member of staff are in the same school.

In the unlikely event that a member of staff cannot access their MyConcern from home, they should email the Designated Safeguarding Lead, the pupil's Headteacher and the Trust Safeguarding Manager. This will ensure that the concern is received. Concern Report Forms are available in all schools. Staff are reminded of the need to report any concern immediately and without delay.

School will consider what safeguarding provision is needed in school to support returning children (e.g. where new issues have arisen, or existing ones escalated) and consider any necessary changes and referrals as more children return to school, including those with problems accessing online offers.

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.

Concerns around the Headteacher should be directed to the Trust Executive Leader: Donna Bryant.

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

Safeguarding Training and induction

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 have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL/DDSL/Headteacher 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 enter **School**, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education 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

Letters of assurance are in place for existing Trust staff to work across all the settings in the Trust. Staff being deployed from other schools outside of the Trust will be given a copy of the Trust's Safeguarding 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 Trust 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 (2019) (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.

If staff are deployed from another education 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

Where **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.

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.

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

Online safety in schools and colleges

School 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

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

Safeguarding 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 Trust code of conduct.

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

Virtual lessons:

- Live, real time tutorials sessions or lessons, can be trialled. This must take place solely within the Google platform - Google Meet / in a Google Classroom. Schedule the 'live session' in the pupil workflow but only release the meet code 5 minutes prior to the lesson starting. This will help to keep the safety of the group. Pupils taking part will be required to return the Live Sessions Agreement. (see below) No one to one sessions are allowed. If pupils leave the room and only one remains the session must be finished.
- Pre-recorded teaching episodes or messages to classes by teachers are fine but teachers need to keep safeguarding (not least of themselves) in mind here. There will be no compulsion on post videos of the teaching. Wherever recorded lessons are used they must be posted through the school's official online learning platform - Google classroom; Class Dojo etc
- It is possible to teach but not be in shot yourself i.e. show workings or demo of work with voice over. At most your head and shoulders only should be in view. Seeing the teacher's face is important for some teaching e.g. phonics showing the shape of the sound with your mouth is important; but also can help with mental health and wellbeing through the sense of connection with a known person.
- Ensure you are dressed appropriately, that your lesson will not be interrupted and that the behaviour /language of others in the house does not intrude on the lesson.
- Any recorded lesson should be with a blurred or neutral background/blank wall behind the teacher.
- Review your recorded lesson before posting it. Keep a copy of the recorded episode in case of challenge. Remember once the video is in the public domain, it can be captured, doctored, shared.
- Pupils should only upload images of themselves and their work to the official school closed portal (e.g. Google classroom; Class DoJo etc) If a child posts something inappropriate, follow this up immediately with: IT for it to be removed; DSL for safeguarding issues.
- Where PE or Music staff have asked pupils to upload videos, clear guidelines must have been given to pupils in advance regarding appropriate dress and location - leggings not skimpy shorts; lounge not bedroom.

Supporting children not in school

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 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 MyConcern, as should a record of any contact made.

The communication plans can include; remote contact, phone contact, door-step visits. Door-step visits should only be considered where there is real need and the line manager has given approval and recorded a rationale for the visit. They should only be conducted using social distancing methods - 2 metres from door - and using a gloved hand to ring the door bell. Where the need for a home visit arises, it should be discussed with the EWO or social worker if appropriate. Other individualised contact methods should be considered and recorded.

School and its Headteacher/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 Headteacher/DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages, including to whom a pupil can turn if they are in need of protection.

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

Supporting children in school

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

School 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.

As part of assessing risk we have planned mental health, pastoral or wider wellbeing support for children returning to school (for example, bereavement support). We are also aware of what wider support services are available. We will work with these services to provide additional support and early help where possible (for example, around anxiety, mental health, behaviour, social care, or changes to mobility), and consider how these might apply to pupils and students who were not previously affected.

School has planned for how children of critical workers and vulnerable children will be accommodated alongside returning year groups and encourage attendance (unless they

are extremely clinically vulnerable and shielding, or medical advice or further guidance suggests they should not attend).

School will refer to the Government guidance for education and childcare settings to prepare for the wider opening from 1 June 2020. This will inform the actions we take and our risk assessments.

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

Peer on Peer Abuse

School 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 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 on MyConcern and appropriate referrals made.

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.

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