Interim Safeguarding & Child Protection Arrangements Coronavirus (Covid-19)

St Edward's Catholic Academy

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Prepared by:	JMQ
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Context

Whilst acknowledging the pressure that all schools and colleges are under as a result of the required responses to addressing coronavirus (Covid-19), we understand it remains essential that we continue to be a safe place for students.

This guidance is designed to support us a whole school community to ensure we continue to have appropriate regard to Keeping Children Safe in Education (KCSIE 2020) and promote the welfare of all our students.

The way schools and colleges are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

- With regard to safeguarding, the best interests of children must always continue to come first.

- If anyone in a school or college has a safeguarding concern about any child they should continue to act immediately in line with existing expectation

- A Designated Safeguarding Lead (DSL) or deputy must be available.

- Safer working practices must be maintained -it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children.

- Children should continue to be safeguarded when they are online.

This Addendum also reflects any updated advice from Derby and Derbyshire Safeguarding Children Partnership and from Children's Social Care, Reporting Mechanisms, and updated and available support services.

Key information is found here: https://www.ddscp.org.uk/coronavirus-safeguarding-arrangements/

All leaders and including Governors will ensure that they will also keep up to date with changing National and Local arrangements:

https://www.gov.uk/coronavirus

https://schoolsnet.derbyshire.gov.uk/administration-services-and-support/coronavirus-information/coronavirus-information.aspx

Schools are therefore being asked to continue 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.

Vulnerable children include those who are supported by a social care (have a social worker), those with **safeguarding and welfare needs,** including child in need plans, on child protection plans, 'looked after' children, young carers, disabled children and those with education, health and care (EHC) plans.

Additional information is available by following the link below.

https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision

We expect that our vulnerable children who have a social worker and children with an EHCP will attend our school so long as they do not have underlying health conditions that put them at severe risk.

Where a parent/carer does not want to bring their child to an education setting, and their child is considered vulnerable, we will agree with the Social Worker who will explore the reasons for this directly with the parent and wherever possible encourage attendance. This will include children with EHCP plans and we will liaise with the SEND Team. Any discussions will be communicated to the Social Worker.

If we must close our provision and we have children attending with a Social Worker, we will liaise with other provision in our area to see if they are open and if the child/ren can attend. We will then update the Social Worker and use contingency arrangements for information sharing and recording whilst the child is in the alternative setting.

We will ensure where possible that we have joint discussions with the Social Worker around reasons for any non-attendance and the risk this poses to the safeguarding and welfare of the child. Through this discussion we can plan any next steps to try and ensure the welfare of the child.

As well as safeguarding those children who are attending our setting, thought must be given to how we safeguard those children at home who are also deemed to be vulnerable. Safeguarding principles remain unchanged. How we escalate and manage them is communicated here and will be shared with all Governors and staff to ensure they are understood by the whole school community. This document is an annex to our more detailed safeguarding policy which still contains relevant details and information on recognising and responding to abuse and continues to be a source of reference.

As a school and in line with guidance from the Department for Education (DfE) we are committed to working in partnership with Derbyshire Local Authority, Derby and Derbyshire Safeguarding Children Partnership and the St Ralph Sherwin Catholic Multi Academy Trust.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all should make sure their approach remains child-centred. This means that they should consider, at all times, what is in the best interests of the child. We work in a multi-agency way understanding no single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

1)   Safeguarding vulnerable* Students remotely

We will help identify vulnerable children and especially those children who continue not to be in school and use the available services, support and referring in arrangements, with particular reference to:

- The Derby and Derbyshire Safeguarding Children Partnership briefing on safeguarding children at a time of significant demand from September 2020:

Appendix 1.

- Community Health Advisors (Mental Health and Wellbeing):

https://www.camhsnorthderbyshire.nhs.uk/specialist-community-advisors

https://www.derbyshirehealthcareft.nhs.uk/services/childrens-mental-health-services-camhs-derby-and-southern-derbyshire/im-professional/specialist-community-advisors

- The locality Early Help Team (Derbyshire):
  South Derbyshire & Dales   01629 532617
- The Pingle Academy, Early Help 01283 216837
- The Transition Team, emerging needs (Derbyshire) 01629 536451

We remain committed to supporting our vulnerable students and will take the following steps:

- Where vulnerable students are not in school, we will ensure that phone contact is maintained by the school with all vulnerable pupils at least once per week.
- Where it is identified that a child or family are in need of additional support or guidance, we will ensure that this is in place. This may include extra phone calls, signposting and referring to other services. All interactions will be recorded electronically on My Concern.
- All vulnerable children and families should be provided with a point of contact for support, this should be a school mobile/phone number or an actively monitored email account. Sharing of personal phone numbers and emails is to be avoided.

*Described in appendix 1

2) School provision for students currently supported at Team Around the Child (TAC) Level 3 or subject to a Child Protection Plan

Children and families who have an allocated Social Worker will **continue** to be supported by them. A set of working principles has been devised and is included in the last section of this document.

Schools continue to be a potential key source of additional support to this group. The established relationships between school and family are of great value and may be key to them feeling confident in seeking and engaging with help when it is needed.

Going forward we recognise these children may need to **access school** and engage in the **daily care offer**. Where these children need to attend, we will work with Social Workers to offer such a placement. Where families inform us of a need for help, by way of a placement, we will work with them and Children's Social Care (as appropriate) to agree a plan of support. Where we believe a child is at risk of significant harm or danger, we will refer our concerns (by **phone** in the first instance) to Children's Social Care – as described in our full Safeguarding Policy.

The contact system outlined section 1 is a crucial component to the proactive safeguarding of this group.

Child protection referrals to Starting Point will be made <u>via telephone</u>.

Derbyshire   01629 533190 (Starting Point)

Online referral   01629 535353 (8am – 6pm)

We will ensure that a Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead (DDSL) is available to support staff where they have concerns about a child.

 This includes:

- Children attending the setting.
- Those children and their families being contacted by school staff as part of a support package.
- Children who cause concern through other contact or interactions with staff e.g. through remote learning offers etc.

Our Senior DSL at St Edward's is Jayne McQuillan

Our Deputy DSLs are; Kay Methven; Ann Cashmore.

3) 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 My Concern, which can be done remotely or on site via the Note of Concern paper system in place. They should also always inform the DSL via email or telephone that they have logged a concern on My Concern.

In the unlikely event that a member of staff cannot access their My Concern, they should email the Designated Safeguarding Lead, Headteacher/Trust Safeguarding Lead. This will ensure that the concern is received. The DSL must be contacted when an urgent concern arises.

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

Where staff are concerned about an adult working with children in the school, they should report the concern to the headteacher. 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 in the first instance:
Mrs Jacqueline Rodden via email; office@stedwardscatholicacademy.co.ukh

The Headteacher will offer support in the process of managing allegations regarding staff. For further information on how to contact the DSL & DDSL please email

headteacher@stedwardscatholicacademy.co.uk

The full responsibilities of the DSL and their deputies are covered in our main Safeguarding Policy.

If staff cannot reach the DSL/DDSL, and they consider a child to be at immediate risk of harm they will contact Starting Point tel. (01629) 533190 or the Police 999 as they feel appropriate.

Child protection referrals to Starting Point will be made <u>via telephone</u>.

Derbyshire 01629 533190 (Starting Point)

Online referral 01629 535353 (8am – 6pm)

The DSL/DDSL & other pastoral staff will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

4) Young carers

We understand that at this current time students who are young carers may benefit from additional contact and support. We are committed to working with other agencies to support their wellbeing and will take the following steps:

- Once a week phone contact with the young person.
- Make sure the young carer knows how to access advice for the person they are caring for.
- Awareness of help and support through Derbyshire's website for guidance.
- Offer of food support if needed
- Record and report concerns in the appropriate way.

If support and guidance are required, please contact: Please contact Derbyshire Carers Association for further information,
email: youngcarers@derbyshirecarers.co.uk or tel: 01773 833 833.

5) Children with an Education and Health Care Plan (EHCP)

Children with an EHCP will have a risk assessment completed and, if not accessing provision in school (see above), will have regular and agreed contact from school.
School will support the parents of any child with an EHCP with bespoke work.

6) Supporting children in school

St Edward's is committed to ensuring the safety and wellbeing of all its students.

We 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.

We 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.

We will ensure that where we care for children of critical workers and vulnerable children on site, appropriate support is in place for them. This will be tailored to each child as needed.

Where there are concerns about the impact of staff absence – such as our Designated Safeguarding Leads or first aiders – we will work with the St Ralph Sherwin CMAT and Derbyshire Local Authority.

7) Safeguarding Children (off school site)

As a school, we recognise that our students may face challenges and be exposed to risks whilst away from school for this extended period. School staff will still have contact with students via Class Dojo and on Teams Meetings. We will use this time as an opportunity to offer support, advice and guidance, applying the principles of the school environment to offer suitable pastoral support where possible. Everyone has a role to play and we expect staff to be vigilant in their interactions. Staff should take steps to safeguard pupils by contacting the DSL/DDSL or by making a direct referral (**in line with usual expectations- see school safeguarding policy and as described in section 3 above**).

8) Online safety

It is likely many students are accessing internet enable devices more frequently whilst families follow the advice of the government to 'stay at home'. This is also currently our primary source of contact with most of our students. It is therefore of the utmost importance that we continue to create as many opportunities as we can to support and educate children on how to stay safe online. Staff should be mindful of existing polices and the details described by the DfE in KCSiE19 -teaching-online-safety-in-schools **.**

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

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- Live classes should be kept to a reasonable length of time.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

Updated National Guidance provided by the DfE can be found on the following link:

https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19#virtual-lessons-and-live-streaming

Derbyshire County Council's 'Education Data Hub' has published advice for Schools/Colleges on remote learning, November 2020, which is available on the following page:

https://schoolsnet.derbyshire.gov.uk/administration-services-and-support/coronavirus-information/information-and-advice-to-schools.aspx

Further advice and guidance is available from:

Jayne McQuillan DSL
Kay Methven, DDSL
Ann Cashmore, DDSL and SENDCo
Sara Hadley, STEM Leader
Nashim Prabatani, STEM Leader
Diane Murphy, School Business Manager

9) Peer Abuse

St Edward's recognises that during the closure a revised process may be required for managing students on and off site and providing support to any report of such abuse**.**
Where a school receives a report of peer on peer abuse, they will follow the principles as set out in the main safeguarding policy and in Part 5 of KCSIE.
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 My Concern and appropriate referrals made.

10) Attendance

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

If St Edward's has any children in attendance (e.g. because they are vulnerable or their parent(s) / carers are critical workers) we will submit the daily attendance sheet to the DfE by 2pm - https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings

The DfE and Derbyshire LA have shared guidance on recording and reporting pupil's attendance- see advisory notes.

11) Emotional wellbeing

We recognise the complexities and challenges of the COVID-19 crisis and the potential impact it may have on the emotional wellbeing of our staff and pupils. We will continually review guidance and cascade information across our workforce. We ask staff to be vigilant for signs of distress and to respond to them in line with our usual working practice.

https://www.gov.uk/education/health-safety-and-wellbeing-in-schools

Our Wellbeing Leaders are Mrs Pippa Jones and Miss Maria Holmes and our SENDCo is Mrs Ann Cashmore. In consultation with staff and other professionals, materials have been uploaded onto the school website under the 'Well Being' tab:

http://www.stedwardscatholicacademy.co.uk/page/?title=COVID%2D19+Useful+Resources&pid=198

to support pupils and their families at this time of uncertainty.

These documents relate to activities to support positive mental health and wellbeing, social stories about the school closure and links to nurture activities, as well as links to information from the NHS around family support.

LA information and guidance are attached in the advisory note section.

12) Domestic Violence

We receive notifications from the Police informing us when there has been an incident of domestic abuse or violence at a child's home through the secure system, Perspective Lite. This process is to continue, and we will actively monitor notifications, risk asses them in conjunction with other information we hold and escalate our concerns. We will make assessments on a case by case basis of the need to contact families following a notification.

13) Safer recruitment & safer working practice

Any new staff, visitors or volunteers will be risk assessed and inducted in line with existing practice and in compliance with Part 3 KCSiE.

Staff should continue to apply the principles of our safer working practice standards and general code of conduct.

It is particularly important that staff pay regard to previous advice and guidance on safer working practice, **especially in relation to any online activity**.

14) Staff training and safeguarding induction

All existing school staff have completed statutory safeguarding training and have read Part 1 of KCSIE, safer working practice and the school's safeguarding policy. Staff should adhere to the principles of these key documents and this supplementary guide. Staff should also be aware that there may be further updates and guidance. Individuals will need to be vigilant and ensure that they read all new guidance and ask for clarity or support if required.

The existing St Ralph Sherwin or Derbyshire school workforce may move between schools on a temporary basis in response to COVID-19. Any staff arriving at this school from another establishment will be given a tailored induction and copies of the school safeguarding and safer working practice policy.

Appendices

Definitions

The DfE states "Attending education settings is known as a protective factor for children receiving the support of a social worker. It is right that we prioritise support for those who will benefit the most. We are balancing this carefully with the urgent need to reduce social contact right across society to support our work to reduce the spread of coronavirus (COVID-19).

Leaders of educational settings and designated safeguarding leads know who their most vulnerable children are and will have the flexibility to offer a place to those on the edges of receiving children's social care support."

Vulnerable children (DfE definition)

[Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK (www.gov.uk)](www.gov.uk)

Advisory Notes & Additional Information

<u>Advice on the use social media by education colleagues- COVID-19 arrangements</u>

During this period of disruption, we are seeing some truly creative approaches to engaging young people, particularly from the education sector. It is important that we do not lose sight of safeguarding practices and standards, or the reasons we have them in the first place. When using Social media or other platforms we need to risk assess continuously. Although these are unprecedented times and we do not have a 'map' for many of the unfolding challenges. We can support our colleagues to work safely and continue to apply safer working standards.

As a starting point it may be useful to refresh on the specific age limits that are applied to platforms.

Most social media services require users to be at least 13 years of age to access and use their services. This includes Facebook, Snapchat, Twitter, Instagram, Musical.ly and Skype. WhatsApp has an age restriction of 16 years and older.
Using social media as a learning platform is not recommended, because of the age restrictions in place and also because there is opportunity to create informal relationships between students and staff.

Whilst there is no age restriction for watching videos on YouTube, users need to be 13 or older to have their own YouTube account (enabling them to subscribe to other channels, like videos, post comments, share their own content and flag inappropriate content). As a sector

we have worked consistently to ensure that these messages are repeatedly shared with parents and carers as part of our approaches to safeguarding. As role models in the community I am sure you all agree that we must follow our own advice and respect the guidelines.

Obviously, it is important we have routes to interact and exchange information with young people as it is a key way to safeguard their physical and emotional wellbeing; as well as offering informal opportunities to learn and maintaining a sense of identity and belonging. If you have existing mechanisms such as virtual learning environments it would be better to use these creatively and ensure staff continue to apply the expected risk assessments. Staff can of course use and promote appropriate sites and where possible encourage children to share their work and experiences, but this has to be in a safe and controlled way. Using external platforms will potentially remove a lot of safeguards.

Staff need to continue to maintain their professional standards in these more informal times, and you may wish to remind them of your respective standards and acceptable user agreements. This should help avoid momentary lapses in judgment and encourage colleagues to reflect on language, dress, environments and any materials or videos before they publish content.

Using a learning platform to set assignments.

The next level is setting work remotely via a learning platform. Many schools will already have access to Google Classroom or Microsoft Teams (part of Office 365) or both. If staff are familiar with using Google Docs or Google Drive then starting to use Google Classroom should be quite simple. It is cleanly laid out and intuitive to use. Here is a link to a 16-minute tutorial video which covers the key points:

Google Classroom Tutorial (16 minutes) https://www.youtube.com/watch?v=M6L-nZGIUTE

You should contact your IT provider if you wish to use Google Classroom for support on adding individual pupils.

School ICT Services (AVA) also have a series of useful guides they have provided to clients previously- https://www.sseln.org.uk/how-to-guides

Lots of useful tips for Google Classroom (19 minutes) https://www.youtube.com/watch?v=rCNImsWUxZA&t=581s

There are a number of benefits of using these platforms including:

- Being able to set and schedule assignments.

- Setting tasks for groups of pupils.

- Pupils can submit work.

- Quizzes can be auto-marked.

- Pupils can ask questions

- Staff can provide feedback and grading.

Safeguarding note: If pupils are being asked to share photos of their work with their teacher, the teacher should remind them about key messages around online safety and the school's usual policy around photographs should apply. The school's online safety coordinator should be consulted for advice.

Use of personal phones and use of email

Staff must remember to withhold their telephone number if they are using a personal phone to contact pupils. Staff must only email students from their work email account.

Staff should always consult the safer working practice guide, sections 11 and 12 are particularly relevant. A copy is attached for reference.

GSWP Sept 2019.pdf