



**Hull  
Safeguarding  
Children's  
Partnership**



**Hull**  
City Council



## **COVID-19 annex to the Child Protection Policy at Appleton Primary School**

**June 2020**

### **Response to COVID-19**

There have been significant changes within our setting in response to the outbreak. Many young people are now at home and staffing is likely to be significantly affected through illness and self-isolation.

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

This annex 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.

## **Context**

### **Introduction**

As we start to enter the next phase of re-opening schools to more pupils, it is highly likely that new challenges will emerge. However, we must ensure that our robust systems to protect and safeguard children do not waiver and continue to remain a key priority throughout this stage.

All staff and volunteers have a legal responsibility to protect and safeguard children and young people, as outlined in Keeping Children Safe in Education 2019.

This addendum of the Appleton Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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## **Key contacts**

<b>Role</b>	<b>Name</b>	<b>Contact number</b>	<b>Email</b>
Designated Safeguarding Lead	Claire Spicer	343507	cspicer@appleton.hull.sch.uk
Deputy Designated Safeguarding Lead	Mary Langton	343507	head@appleton.hull.sch.uk
Headteacher	Mary Langton	343507	admin@appleton.hull.sch.uk
Trust Safeguarding Manager	Andy Dulson	352939	adulson@theconstellationtrust.org.uk
Chair of Governors	Tony Garner	343507	admin@appleton.hull.sch.uk
Key Family Support / Early Help contact	Jackie Brown	07973386926	jackie.brown@hullcc.gov.uk

## **Vulnerable children**

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

Those who have a social worker include children who have a Child Protection Plan and those who are 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.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

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 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.

Appleton Primary 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: **Claire Spicer**

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 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 Appleton primary will explore the reasons for this directly with the parent.

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

Appleton primary School will encourage our vulnerable children and young people to attend a school, including remotely if needed.

### **Attendance monitoring**

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. From Monday 23<sup>rd</sup> March 2020 educational settings were required to temporarily change their attendance recording practices and inform the DfE and Local Authority using an online recording form.

Educational settings that remain open are required to submit the online form every day by 12.00.

Completed attendance form also to be sent to [RWaugh@theconstellationtrust.org.uk](mailto:RWaugh@theconstellationtrust.org.uk)

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

### **Designated Safeguarding Lead**

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

The Designated Safeguarding Lead is: Claire Spicer

The Deputy Designated Safeguarding Lead is: Mary Langton

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.

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.

This might include updating and managing access to child protection online management system, CPOMS 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 or college.

It is important that all Appleton Primary School staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person is and how to speak to them. The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

### **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 CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead, and Headteacher. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay. Concerns around the Headteacher should be directed to the Chair of Governors: Mr Tony Garner

### **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 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 Appleton Primary 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

For movement within the Trust, schools should seek assurance from the Multi-Academy Trust (MAT) HR Manager that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of the receiving setting's child protection 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, Appleton Primary School 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.

Where Appleton Primary 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.

Appleton Primary 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.

Appleton primary 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](mailto: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, Appleton 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**

Appleton Primary 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 Child Protection 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 SCHOOL code of conduct.

Appleton Primary School 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.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms deemed safe and secure by the school / MAT
- Staff should record, the length, time, date and attendance of any sessions held.

### **Supporting children not in school**

Appleton primary 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 CPOMS, as should a record of contact have made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Appleton Primary 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.

The school will share safeguarding messages on its website and social media pages.

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

Appleton primary School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

### **Supporting children in school**

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

Appleton Primary School will continue to be a safe space for all children to attend and flourish. The Head teacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Appleton Primary School 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 COVID19.

Appleton Primary School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

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



### **Class Bubbles**

The Designated Safeguarding Lead will ensure that all staff working in individual 'Class Bubbles' are made aware of their vulnerable pupils. Vulnerable children include those who have a social worker and those children and young people with education, health and care (EHC) plans, plus other pupils who may be being monitored internally due to welfare concerns. Details of the child's vulnerability will be shared on a 'needs to know' basis, in order for effective monitoring to occur. As children start to return, staff may also see new safeguarding concerns, especially after a significant period of absence. It is, therefore, vital that staff remain vigilant and report any issues or concerns without delay.

### **Peer on Peer Abuse**

Appleton Primary 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 of 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 CPOMS and appropriate referrals made.

### **Mental Health**

Pupils and staff mental wellbeing may have been severely affected during to the Coronavirus outbreak due to various reasons.

In times of uncertainty, it is vital that we support, encourage and guide one another, plus look out and care for everyone in our school community.

Each school has dedicated staff to support children, and staff, if they needed.

As children and staff return to our settings, it is important that they are provided the opportunity to talk openly about how they feel, or are feeling as we adjust, plus offer strategies of how manage any worries or anxieties.

The Department for Education (DfE) have suggested additional ways of how we can support mental wellbeing, which include:

- opportunities for children to talk about their experiences of the past few weeks
- opportunities for one-to-one conversations with trusted adults where this may be supportive
- some re-focused lessons on relevant topics, for example, mental wellbeing or staying safe
- pastoral activity, such as positive opportunities to renew and develop friendships and peer groups
- other enriching developmental activities

If staff have concerns for the wellbeing of any child, they must inform either the school Emotional Wellbeing Officer, or Designated Safeguarding Lead, if they believe that the child is a significant risk.

### **Monitoring and review**

It is highly likely that these interim procedures will evolve over the coming weeks and months, as new guidance is issued by the DfE and Local Authority. Designated staff and leaders will update staff, as and when needed.

**Other related policies**

This addendum replaces the previous interim COVID 19 Child Protection policy issued in March 2020. The addendum policy must be used and read in conjunction with policies such as: Anti-Bullying, COVID 19 Behaviour, Bereavement, Health and Safety, Intimate Care, Physical Intervention, Special Educational Needs, plus any associated risk assessments.