



**Asfordby
Captain's Close**
Primary School

Addendum: Supplemental Safeguarding and Child Protection arrangements during COVID-19

January 2022

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1. Context

This addendum to the school Safeguarding and Child Protection policy reflects arrangements implemented in response to COVID-19 and will apply during periods of self-isolation and restricted school attendance. This addendum should be read in conjunction with our Child Protection and Safeguarding policy as all other provisions in the Safeguarding and Child Protection policy remain in force.

As part of our COVID-19: Outbreak Management Plan, as a last resort, we may need to introduce attendance restrictions. We will provide high-quality remote education experiences for all children who are not able to attend the setting. Priority for onsite attendance will always be given to vulnerable children and children of critical workers

This policy refers to measures to protect pupils who are at home; this means those who are learning at home for reasons to do with coronavirus for example, due to clinical and/or public health advice, such as if there's a local lockdown or if they need to self-isolate.

As well as this policy school staff will follow:

- [Discovery Trust protocols for Virtual Live Lessons and Live Chat](#)
- COVID 19 School Contingency Plan – Outbreaks and Lockdowns – this explains how remote learning will be provided
- [Guidance for safer working practice for those working with children and young people in education settings](#) (April 2020).

2. Vulnerable children

[Vulnerable children](#) include those who have a social worker and those children with an education, health and care (EHC) plan. In the case of vulnerable children, attendance restrictions will only be introduced as a last resort and school we will be vigilant and responsive to all safeguarding threats with the aim of keeping vulnerable children safe.

If school does have to temporarily stop onsite provision on public health advice, we will discuss any alternative arrangements necessary for vulnerable children with the trust and local authority.

2.1 Vulnerable children who do not attend school

Where vulnerable children are absent or do not take up a place offered to them, we will:

- Work together with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance considering the child's circumstances and their best interests
- Work together with the local authority and social worker (where applicable) and other relevant partners to encourage the child or young person to attend educational provision, particularly where the social worker agrees that the child or young person's attendance would be appropriate.

If we must temporarily stop on-site provision following public health advice, we will inform the local authority to discuss alternative arrangements for pupil and work towards welcoming back pupils as soon as possible, where feasible to do so.

2.2 Vulnerable children needing to self-isolate

Where vulnerable children are required to self-isolate, we will:

- Provide home learning as stated in as stated in the school's COVID 19 Contingency Plan – Outbreaks and Lockdowns
- Ensure that Aany children not able to access daily online interaction through Teams will receive a 'keeping in touch' phone call from a member of staff.

We will continue to work collaboratively with the local authority and social worker (where applicable) to help protect vulnerable pupils. 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: Andrea Bailey

3. Attendance monitoring

All pupils who are not eligible to be in school will be with the relevant attendance code ([Recording non-attendance related to coronavirus \(COVID 19\)](#)).

The school will follow up on any vulnerable pupil that they were expecting to attend, who does not. The school will also follow up with any other parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend. Where a child known to social care does not attend school or is required to isolate at home, the DSL will immediately inform the social care worker allocated to the case.

4. Contact

We will keep in regular contact with all pupils who learning remotely. The regularity of this contact will be risk assessed by the Senior DSL as to the vulnerability and needs of the families. We are mindful of the impact the current circumstances and school changes might have on the mental health and wellbeing of pupils and their families. Staff will 'check in' regularly with pupils and their families. If needed a DSL will contact the family to offer support and guidance and where necessary signpost to outside agencies.

4.1 Phone Contact

Contact phone calls ideally should be made using school phones, rather than staff personal devices. If this isn't the case, then a staff member will need to go into the settings of their phone and activate '**withholding your number**' so that this is not shared with the family. Families have been made aware that '**No caller ID**' will appear on their phone if the school is trying to contact them.

Families have been made aware of the importance of answering phone calls from the school during school closure.

The purpose of the call is to 'try and establish contact with families and offer help and support if wanted by the family and if this is something the school can provide. Otherwise, it will be made clear that the school can only signpost the family to agencies which can give more targeted support.

A phone call does not guarantee that a child is safe however offers families the opportunity to reach out for support if needed. **Any concerns about a child's immediate risk of harm the senior or**

deputy DSL will contact the duty team straight away. [Appendix 1](#) contains staff protocols for phone call contact.

4.2 Home visit contact

Home visits can only be authorised by the Headteacher as Senior DSL of the school. Any home visits are carried out in line with the latest Government advice. Home visits are voluntarily by staff members and where possible in agreement with families.

The purpose of the visit is to possibly 'see the children', offer help and support if wanted by the family and if this is something the school can provide. Otherwise it will be made clear that the school can signpost the family to agencies which can give more targeted support. [Appendix 2](#) contains staff protocols for home visits.

If a family is self-isolating and/or it is difficult/not appropriate to carry out a home visit subject to the risk assessment, the DSL will consider whether technology can be used to see the child, e.g. via Teams. If Teams is being used, this should be agreed with parents/carers prior to any call being made.

5. Engagement and Contact

The school will track pupil's engagement with learning online, so that we can work to identify and further support those who are not engaging well. This communication will be evidenced through the child's use of a thumbs up (or similar) acknowledgement, direct messaging or work seen.

School staff working on remote learning will track pupil engagement using the school approved tracker, which must be kept up to date.

Staff will also use these trackers to log if a phone call has been made. **Anything that is of a safeguarding concern, this includes cyber bullying, will be logged on CPOMS so that it can be dealt with following normal procedures.**

The Trust will review trackers for safeguarding and monitoring purposes.

Timelines:

- If school staff haven't had contact with a pupil or family for 5 days, then they must log this on CPOMS and alert a DSL.
- DSLs are responsible for actioning next steps appropriate to the family and context. This could involve a home visit, contact with social worker, risk assessment etc.
- If no contact can be established, then a referral to Children's Social Care will be considered. The Senior DSL will make that decision based upon other evidence they may have.
- The school will continue to attempt to contact the family regularly up to 20 days. After 20 days the LA will be informed, and advice requested.

6. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding and Child Protection Policy, this includes making a report via CPOMS, which can be done remotely.

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

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 speak directly with the Headteacher to report the concern, then followed up with an email to the headteacher. If they cannot speak directly to them in person or via phone call, they should email the headteacher with a confidential message and request a delivery and read receipt.

Concerns involving the Headteacher should be directed to the Director of Primary Education David Briggs (dbriggs@discoverytrust.org).

The Central Team will continue to offer support in the process of managing allegations.

7. Reporting on CPOMS during closures

All DSLs will have remote access to the Vulnerable Pupil register and other safeguarding records when working off site. The DSL will check CPOMS alerts daily.

Contact or attempts to contact parents, other agencies and colleagues **MUST be recorded on CPOMS** in the usual way. If staff are unable to follow up on an action (such as illness) then they will need to inform the Senior DSL who will reallocate the action. A COVID-19 category has been created so that staff can clearly identify the remote circumstances when incidents occurred.

If staff are reporting on CPOMS in their own home, they need to remember that if the screen is visible in non-secure areas, for example, in the dining room, that there can be a data breach, if other members of their family can see it.

8. Safeguarding training and induction

During this time all Safeguarding training and will continue to be carried out, if needed these will be conducted virtually.

9. Safer recruitment/volunteers and movement of staff

We will continue to follow safer recruitment procedures as outlined in the safeguarding policy except for Disclosure and Barring Service (DBS) checks. DBS has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

If adults from another school or setting are redeployed to work at the school during the COVID-19 virus, the school will consider [DfE supplementary guidance](#).

Upon arrival, all new and/redeployed staff will be given a copy of the school's safeguarding and child protection policy, staff behaviour (code of conduct) policy, behaviour policy, the school's safeguarding recording and reporting procedures and confirmation of DSL details and arrangements.

10. Online safety and learning in school and away from school

10.1 Children and online safety learning in school

We will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where children are using computers in school, appropriate supervision will be in place.

10.2 Children and online safety during remote learning

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 and Child Protection Policy and where appropriate referrals should still be made to children's social care and if necessary, the police.

Online teaching and Live Lessons should follow the same principles as set out in the Discovery code of conduct. An updated Acceptable Use Agreement has been signed by all staff which outlines clear procedures and protocols for remote learning. Where this agreement is breached disciplinary action may be taken against staff.

A pupil and parent agreement has also been created which recommends to parents how they may encourage safe online behaviours and the expectations the school has when they allow their child to access school systems remotely. The school reserves the right to block children from accessing school systems where their behaviour poses a risk to others or themselves. The Senior DSL will deal with such concerns if they arise and provide support so that children can access online learning.

We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Staff and pupils will follow [Discovery Schools Trust protocols for virtual and live lessons](#).

11. Supporting pupils from other schools

There may be a requirement for vulnerable children from another school (either from within the Trust or outside of the Trust) to attend our school. In such circumstances a place will be offered upon agreement with both the child's parent and existing school.

This offer will be subject to the child's existing school giving emergency contact details and any child protection, medical, dietary and key background information, prior to attending. The child's existing school will also be asked to provide a member of staff to accompany their pupil(s) in order to ensure a smoother induction and sense of familiarity for the child. Where this is a vulnerable child, a DSL from the existing school may be asked to attend in order or liaise with parents/carers about any new issues or concerns which arise.

Safeguarding information about children placed in the school will be recorded on our safeguarding system, will be securely copied to the existing school's DSL and will be securely returned to the existing school on completion of the child's placement with us so there is a continuous safeguarding record for the child.

A DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on the school's safeguarding recording system CPOMS as a new child.

12. Supporting pupils who go to another school setting

If the school closes and pupils need to attend another school in accordance with local arrangements, the school will maintain its overarching responsibility for safeguarding the child.

The DSL will be responsible for liaising with the receiving school in order to share information from the register/database of vulnerable children and to advise the receiving school about how best to respond to new/emerging concerns.

The DSL must be informed by the receiving school about any new incidents or concerns and agreement must be reached and recorded about whether the DSL or a DSL in the receiving school is best placed to discuss issues with parents/carers, contact social workers, make referrals etc.

13. Support from the Trust

The Trust Safeguarding Team will provide support and guidance as appropriate to enable the DSL to carry out their role effectively. This includes telephone and email support as well as remotely accessing safeguarding reports and vulnerable pupil data.

Appendix 1: Staff protocols for phone call contact.

- Introduce yourself using your first and last name, and school.
- Ask the person you are talking to, to identify who they are so that you can establish who you are talking to. **Only talk with an agreed parent or carer. Never share information over the phone if you are unsure who you are talking with. Never share confidential information over the phone.**
- Ask whether the family and child/children are ok and whether they have any worries or concerns that they need help / support with. **Do not** insist on speaking with the child / children however listen for signs of children talking / laughing in the background and record what you hear on CPOMS.
- If possible, signpost outside agencies which they can contact for help (have these numbers to hand prior to the phone call).
- Make handwritten notes of the conversation as it is happening and upload these to CPOMS.
- Where possible record direct quotes of what was said / heard and by who. Keep it factual.
- Establish the timescales on any agreed actions, such as further support for the family and how further communication will take place e.g. email, letter through the post.
- Establish when the next call will be and whether the family is still happy to be contacted.

Appendix 2: Staff protocols for home visit contact

- Where possible the DSL will need to speak to the child's parents/carers to establish whether any member of the household has symptoms of COVID-19; has been diagnosed; or is self-isolating.
- Make sure your line manager/ Senior Leadership Team knows the specific address where you are going, the time you intend to be there and always attend in pairs.
- Call ahead to ensure that the family is aware of your visit, even if the visit is due to no communication with the family.
- Introduce yourself using your first and last name, and school.
- Ensure you wear your ID badge.
- If a family doesn't want contact then DO NOT PERSIST, log this on CPOMS and contact the relevant outside agencies if you have concerns or they are involved with the family.
- If a home visit takes place consider taking a bag with picture books, colouring books and crayons, puzzles, pencils and small toys with you in case you witness that the home has none of these resources to support their child's learning at home.
- **Do not enter the home** but remain on the doorstep (2 metres away) but politely request to see the children and speak with them. You cannot insist on seeing the child/children, so if this doesn't happen then report this on CPOMS. **Any immediate concerns for the welfare and safety of children seen or not seen should be reported to social care.**
- Make observations of the emotional and physical appearance of the child/ children and parents/carers. **Any concerns about a child's immediate risk of harm contact the duty team straight away.**
- Ask whether the family needs any support that you can provide or signpost the family to.
- Arrange the next visit with the family before you leave.
- Record all observations on CPOMS as soon as it practically possible, but within 24hours of the visit.
- Contact your line manager when you leave so that they know you are safe and well.