



# Holbrook Academy

## Child Protection and Safeguarding Policy Covid-19 Addendum

### Important Contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Mr G Anstee-Parry	<a href="mailto:George.anstee-parry@holbrookacademy.org">George.anstee-parry@holbrookacademy.org</a>
Alternate DSL	Miss S Crabtree Ms S Keinzley Mrs M Jackson Mrs S Sheppard	<a href="mailto:Sophie.crabtree@holbrookacademy.org">Sophie.crabtree@holbrookacademy.org</a> <a href="mailto:Stephanie.keinzley@holbrookacademy.org">Stephanie.keinzley@holbrookacademy.org</a> <a href="mailto:Michelle.jackson@holbrookacademy.org">Michelle.jackson@holbrookacademy.org</a> <a href="mailto:Sarah.sheppard@holbrookacademy.org">Sarah.sheppard@holbrookacademy.org</a>
Headteacher	Mr T Maltby	
Local authority designated officer (LADO)		<a href="mailto:LADO@suffolk.gov.uk">LADO@suffolk.gov.uk</a> 0300 123 2044
Chair of Governors	Mrs L Cullen	<a href="mailto:office@holbrookacademy.org">office@holbrookacademy.org</a>
Named Safeguarding Governor	Mrs H Caston	<a href="mailto:office@holbrookacademy.org">office@holbrookacademy.org</a>

### September 2020

With the return of all students to the Academy, Holbrook Academy has made the following changes:

More time allocated to the safeguarding team and an additional increase in hours of FLO to help them provide support to staff and children regarding any new safeguarding and welfare concerns and the handling of referrals to children's social care and other agencies where these are appropriate.

Training for staff including training on looking for signs of abuse and also on mental health.

**July 2020**

## **1. Scope and Definitions**

This addendum applies during the period of phased return following school closure due to COVID-19. It reflects updated advice from our 3 local safeguarding partners (Suffolk Safeguarding Partnership) and local authority (LA) Suffolk County Council.

It sets out changes to our normal child protection policy in light of the Department for Education's guidance Coronavirus: safeguarding in schools, colleges and other providers, and should be read in conjunction with that policy.

Unless covered here, our normal Child Protection policy continues to apply.

The Department for Education's definition of 'vulnerable children' includes those who:

- Are assessed as being in need, including children:
  - With a child protection plan
  - With a child in need plan
  - Looked after by the local authority
- Have an education, health and care (EHC) plan
- Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:
  - On the edge of receiving support from children's social care services
  - Adopted
  - At risk of becoming NEET ('not in employment, education or training')
  - Living in temporary accommodation
  - Young carers
  - Considered vulnerable at the provider and LA's discretion

## **2. Core Safeguarding Principles**

We will still have regard to the statutory safeguarding guidance, Keeping Children Safe in Education.

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

## **3. Reporting Concerns**

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children continuing to attend or returning to school and those at home. This can be done by email or MyConcern if a safeguarding concern.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

#### **4. DSL (and Deputy) Arrangements**

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important Contacts' section at the start of this addendum.

We will keep all school staff and volunteers informed by email, online meetings, bulletins and Google Classroom as to who will be the DSL (or deputy) on any given day, and how to contact them.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

#### **5. Working with other agencies**

We will continue to work with children's social care and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our three local safeguarding partners
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

#### **6. Monitoring Attendance**

We will resume taking our attendance register. We will also continue to submit the Department for Education's daily online attendance form, until no longer asked to do so.

Where any child we expect to attend school does not attend, or stops attending, we will:

- Follow up on their absence with their parents or carers, by email, phone calls or text message.
- Notify their social worker, where they have one

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

#### **7. Peer-on-peer Abuse**

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

Those concerned will be phoned and spoken to. Any support from external agencies will be implemented remotely and support provided for all concerned.

## **8. Concerns about a Staff Member or Volunteer**

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk) for the duration of the COVID-19 period, in line with government guidance.

## **9. Contact Plans**

We have contact plans for children with a social worker, and other children who we have safeguarding concerns about, for circumstances where:

- They will not be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate

Each child has an individual plan, which sets out:

- How often the school will make contact – this will be weekly or more frequently if the family requires more intervention.
- Which staff member will make contact – as far as possible, this will be staff who know the family well
- How staff will make contact – this will be over the phone or Google classroom.

We have agreed these plans with children's social care where relevant and will review them in consultation with the pastoral team and other agencies.

If we cannot make contact, we will notify external agencies working with the family and complete a MARF.

## **10. Safeguarding All Children**

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

### **10.1 Children returning to school**

The DSL (or deputy) will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before the child returns.

Staff and volunteers will be alert to any new safeguarding concerns as they see pupils in person.

## **10.2 Children at home**

The school will maintain contact with children who are not yet returning to school. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary they will use personal phones but they will withhold their personal number.

Staff and volunteers will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

## **11. Online Safety**

### **11.1 In school**

We will continue to have appropriate filtering and monitoring systems in place in school.

### **11.2 Outside school**

Where staff are interacting with children online, they will continue to follow our existing Code of Conduct/IT acceptable use policy

All live lessons and meetings conducted with students are to be recorded and conducted via Google Classroom. When teaching, a buddy system is to be employed to help monitor online behaviour.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

### **11.3 Working with parents and carers**

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

All useful online support has been advertised via the school website.

## **12. Mental Health**

### **12.1 Children returning to school**

Staff and volunteers will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

The school will continue to refer to 4YP, PMHWB and school nurse for external support. In school ELSAs, the Family Liaison officer and Pastoral Team will continue to support young people and their families, sign posting to Kooth and other online support when required.

## **12.2 Children at home**

Where possible, we will continue to offer our current support for pupil mental health for all pupils. All of the listed support networks referred to in 12.1 can be accessed remotely via Google classroom or phone calls.

We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

## **13. Staff Recruitment**

### **13.1 Recruiting new staff and volunteers**

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS. New staff must still present the original documents when they first attend work at our school.

Similarly, temporary measures allow right to work checks to be carried out by verifying scanned documents on a video call. If we need to take this approach, we will follow Home Office and Immigration Enforcement guidance.

We will continue to do our usual checks on new volunteers and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

### **13.2 Staff 'on loan' from other schools**

We will assess the risks of staff 'on loan' working in our school and seek assurance from the 'loaning' school that staff have had the appropriate checks.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

## **14. Safeguarding Induction and Training**

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

### **14.1 New and 'on loan' staff induction**

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

#### **14.2 DSL training**

The DSL (and deputy) may not be able to take part in training during this period. If this is the case, the DSL (and deputy) will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

The DSL (and deputy) will do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.

#### **15. Keeping Records of Who is on Site**

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will use the single central record to log:

- Everyone working or volunteering in our school each day, including staff 'on loan'
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

#### **16. Children Attending Other Settings**

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head

Where the DSL, deputy or SENCO cannot share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

#### **17. Monitoring Arrangements**

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or Department for Education is updated, and as a minimum 4 weeks by a DSL. At every review, it will be approved by the full governing board.

## **18. Links with other policies**

This policy links to the following policies and procedures:

- Child protection policy
- Staff code of conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy

## **30<sup>th</sup> April 2020 - Addendum: Whole School Safeguarding and Child Protection Policy during School Closure due to Covid-19 :**

This Addendum is to be used in conjunction with the existing policy and Keeping Children Safe in Education (KCSIE) – September 2019, and updated guidance from the DfE dated 27 March 2020.

These basic principles continue to apply:

- Children and their well-being come first
- Individuals must raise concerns over the well-being of children or families immediately
- Safeguarding leads are available via email and telephone whether on site or not
- Safer recruitment practices will be followed
- Children should continue to be protected when they are online

Most students and staff will work from home to ensure that government regulations on lockdown, social distancing and, where necessary, self- isolation or shielding can take place.

### **Supporting the most vulnerable students in School**

The Academy is open for children of key workers and those who are vulnerable.

The Designated Safeguarding Lead (DSL), Frank Anstee-Parry, and/or the Alternate Safeguarding Lead (ADSL), Sarah Cooke, are available on site most of the time. All staff have access to the whole Safeguarding team (1 DSL, 4 ADSL) via MyConcern and by telephone. Should any member of the safeguarding team become unwell, other ADSLs, will cover. In case of the DSL becoming unwell, an alternate will step up in agreement with the Headteacher.

Staff on site will be working on a rota-based system. It is comprised of a safeguarding lead, two teachers, one member of the administrative team; caretaking team and cleaning team. The DSL and ASDL will be on call at all times; a qualified first aider will be on site throughout the school day.

### **Attendance**

In these unprecedented times, schools and Local Authorities are not required to continue with normal day-to-day attendance procedures. However, if a child that is expected to attend, and consequently does not attend, the usual first day absence checks by the member of the administrative team on duty will happen.

The member of the administrative team on duty will complete and submit the daily online attendance form for the Department for Education.

### **Supporting the most vulnerable students - Outside of School**

Routinely, the Academy's Pastoral Team are regularly contacting all families identified as vulnerable. Access to the onsite provision is kept under review and places are offered where there



is need. Communication with families is logged and prioritised. There is a weekly Pastoral meeting to discuss individual cases and review the strategy.

Additional support is offered through organising food bank deliveries and free school meal vouchers.

### **Supporting the most vulnerable students – Working with the Local Authority**

Regular contact has been maintained with the Virtual School, giving regular updates on Children In Care. Child In Care Review meetings continue via online platforms. If a child has a social worker or a Family Support Practitioner, the safeguarding team is in regular contact with them. Child In Need meetings continue through online video conferencing.

Staff referrals happen in the regular way: should staff be concerned about a student, they refer to the DSL or ADSL through MyConcern, email or a phone call. Referrals to the multi-agency hub are made in the normal way.

### **How to make a safeguarding referral**

Staff should make safeguarding referrals via MyConcern. If the concern is urgent, a call to the DSL or ADSL must be made.

Families have been signposted to referral systems in Suffolk via home school documents. If it is an emergency, they should call 999.

I have concerns about a child's safeguarding. What should I do?

How to make a safeguarding referral and report a concern about a child or young person at risk of harm, abuse or neglect:

If it's an emergency, you can call:

- Customer First on 0808 800 4005 if you're worried that a child or young person is at risk of harm, abuse, or neglect
- the Police on 999

If you would like to make contact with our Pastoral Team because you have a concern/your child is struggling emotionally, then please do so by emailing

[george.anstee-parry@holbrookacademy.org](mailto:george.anstee-parry@holbrookacademy.org) or  
[sophie.crabtree@holbrookacademy.org](mailto:sophie.crabtree@holbrookacademy.org) or  
[stephanie.keinzley@holbrookacademy.org](mailto:stephanie.keinzley@holbrookacademy.org)

and they will listen/advise/signpost.



## Keeping children safe online

It is everyone's responsibility to keep children safe online. We will work with children, parents/carers and staff to ensure this. In the Academy, e-safety lead will oversee the appropriate filters and monitoring systems.

Outside of school, the increased dependence on IT presents us with unique challenges. Parents/carers, staff and children must be vigilant of the potential risks of this. Platforms utilised by the Academy are continually reviewed and will be evaluated with regard to privacy and GDPR requirements.

Students, whilst being regularly reminded of how to report any online concerns, should be signposted to use organisations such as Childline, UK Safer Internet Centre and CEOP to report or seek advice.

Support for parents/carers to keep their children safe online includes:

[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

We will ensure we adhere to safer recruitment procedures and update staff training where needed to keep staff and students safe.

The following measures are to be continued:

- Single Central Record will be regularly updated.
- Staff training will continue via online platforms.
- The DSL or a nominated member of the Senior Leadership Team will update staff as needed based on DfE and Suffolk Safeguarding Partnership guidance.
- For new staff or volunteers, they will receive a safeguarding induction. They will be given an updated Child Protection Policy and KCSiE Part 1. The Disclosure and Barring Service (DBS), in response to COVID19, has minimised face-to-face contact by making changes to its guidance on standard and enhanced DBS ID checking. Where video conferencing interviews are undertaken, ID will be requested, with follow up scanned copies to be sent, as per HR provider guidance.
- Keeping children safe through DBS procedures – Holbrook Academy will continue to follow their legal duty to report to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult.

## Addendum to SEND Policy

### Children with Education, Health and Care Plans

If it is safer to do so, children with EHCP's will stay at home. However, through contact with parents/carers, this will be under constant review.

Holbrook Academy will provide learning and advice to parents and children and use their *best endeavours* to fulfil the provision outlined in their EHCP. Annual reviews will happen as usual but via telephone calls. Each child on the SEN register has a 'keyworker' who will maintain regular contact and support the child.