

Child Protection during COVID-19

Class, bubble and/or school closures and individual pupils self-isolation

October 2020

Addendum VII to the Child Protection Policy of Church Langton CE Primary School. This addendum should be read in conjunction with the Child Protection Policy and does not replace it.

- **The Safeguarding governor for this school is Veronica Taylor**
- **The school's Designated Safeguarding Lead is Stephen Roddy**

This addendum has been written in response to the safeguarding guidance issued by the government on 1st September 2020. It will be reviewed by the Learn-AT Safeguarding Team as circumstances continue to evolve or following updated Department for Education advice or guidance.

It is available on the school website here <https://www.churchlangton.leics.sch.uk/>

and is made available to staff through MS Teams. **The school will record that members of staff have read and understood this addendum.**

If parents need to contact the school they can do so on the school office number 01858 45237 or via email office@clp.learnat.uk .

The ways in which schools and colleges are currently operating in response to coronavirus (COVID-19) is different to business as usual. Whilst the school currently operates at full opening, they are also prepared for a range of scenarios:

- whole school closure as a result of local lockdown
- whole school closure for 14 days or longer because of a school outbreak of COVID-19
- class or 'bubble' closure for 14 days or longer
- individual children required to self-isolate for 14 days by PHE/Track and Trace

1.	Supporting vulnerable children when the whole school has to close due to a local lockdown. When there is a local lockdown which necessitates closing schools, vulnerable children with a social worker may be offered a school place and the usual safeguarding provisions outlined in the school's Child Protection Policy will apply. When the school has safeguarding concerns about a child but the threshold for social worker involvement has not been reached or school places for vulnerable children are not available, contact with the child will be maintained as in (2) below.
2.	Supporting children who are vulnerable during a class/bubble/school closure of 14 days or longer By making provision for daily contact with the class teacher using live online interaction/teaching – see Learn-AT Remote Learning Handbook http://bit.ly/learnat_rlhp Any children not able to access daily online interaction with their class teacher will receive a daily or weekly 'keeping in touch' phone call from a member of staff,

	<p>who will speak to the parent and the child as appropriate. Details of all phone calls will be recorded using CPOMS.</p> <p>During the phone call staff member will use the following prompts to guide the conversation:</p> <ul style="list-style-type: none"> • Check on the welfare of the child and wider family • Ask parents how home learning is going – is any support required? • If possible, ask to speak to the child directly e.g What have you done today? Which of your daily tasks have you managed to complete, what have you enjoyed? Have you read your book today? Can I hear you read part of your book? What have you eaten today? <p>If there are any concerns arising from the phone call these will be reported according to the procedures outlined in this policy.</p> <p>Examples of causes for concern include:</p> <ul style="list-style-type: none"> • Non-attendance at daily online learning • No response to the call (dependant on the risk assessment of the child's needs) Calls home will be monitored by the DSL/DDSL. • No response from any of the family's emergency contacts • A disclosure from a member of the family or one of the family's emergency contacts • A disclosure from the child • Non-specific reasons for unease • Procedure to follow if parents do not answer phone calls • Call other emergency contacts • If child has social worker involvement contact social worker • Conduct a home visit - must be done by 2 people, robust risk assessment must be completed, do not enter the home, if parents answer the door speak from a distance of at least 2 metres, if possible ask for the child to come to the door, maintain friendly conversation, confirm contact details, ask if support is needed – use LTS services brochure to signpost support if appropriate • Make referral to Early Help if further support is required • Request 'Safe and Well' visit from police <p>Registers (using Arbor) will be taken live by the teacher on Teams at the beginning of daily online lessons. Where there are absences, school office staff will call parents or other emergency contacts to check on the child's wellbeing and reason for absence.</p> <p>If phone calls are not answered the procedure outlined above will be followed. Staff should also refer to the Learn-AT Staff Remote Learning Handbook document.</p> <p>Records of contacts with vulnerable children will be kept using the school's vulnerable pupil tracker. All safeguarding concerns are recorded in CPOMS.</p>
3	<p>Individual children self-isolating</p> <p>As in (2) above.</p>
4	<p>Procedure to follow if parents do not answer phone calls</p> <ul style="list-style-type: none"> • Call other emergency contacts • If child has social worker involvement contact social worker

	<ul style="list-style-type: none"> • Conduct a home visit. This must be undertaken by 2 people and a robust risk assessment must be completed. Members of staff must not enter the home; if parents answer the door they should: <ul style="list-style-type: none"> ○ speak from a distance of at least 2 metres ○ if possible, ask for the child to come to the door ○ maintain friendly conversation, ○ confirm contact details, ask if support is needed – use LTS services brochure to signpost support if appropriate • Make referral to Early Help if further support is required • Request 'Safe and Well' visit from police
5	<p>Absence – follow-up arrangements for children who should be attending school but are absent</p> <ul style="list-style-type: none"> • Registers will be recorded in Arbor. • School office staff will call parents or other emergency contacts to check on the child's wellbeing and reason for absence. • If phone calls are not answered the procedure outlined above will be followed.
6	<p>Absence – follow-up arrangements for children who are remote learning</p> <ul style="list-style-type: none"> • Registers will be taken during registration on MS Teams (via Arbor) • Where families cannot access MS Teams a member of school support staff will call the family at the beginning of each day to confirm the child is ready for remote learning • School office staff will call parents or other emergency contacts to check on the child's wellbeing and reason for absence. • If phone calls are not answered the procedure outlined above will be followed.
7	<p>Staff members working online with students must adhere to:</p> <ul style="list-style-type: none"> • The safeguarding code of conduct https://www.saferrecruitmentconsortium.org/GSWP%20Sept%202019.pdf • the remote learning code of conduct in the Remote Learning Staff Handbook http://bit.ly/learnat_rls <p>Where staff members are working in school they can make group video calls to children in their assigned class group via MS Teams and following the Learn-AT protocol in the Remote Learning Staff Handbook. The Headteacher and DSL will be invited to the class group, allowing access to the class at any given time.</p>
8	<p>Sharing safeguarding information if vulnerable pupils are attending other schools during school closures</p> <p>All schools will produce a document with the following information:</p> <ul style="list-style-type: none"> • Child's details – Name, address, date of birth, school attended, DSL contact details

	<ul style="list-style-type: none"> • Brief summary of reasons for vulnerability • Parent/Guardian details – name, address, contact details • Other emergency contact details • Social worker name and contact details • Virtual School Head name and contact details (LAC) • Child in Need Plan/Child Protection Plan/Personal Education Plan (LAC) • EHC plan <p>These documents will be stored securely on MS Teams in the DSL team 'Vulnerable Children' channel. If children from local hub schools are attending a Learn-AT site the school DSL/DDSL will be invited to join the Learn-AT DSL team as a guest.</p> <p>Before a vulnerable child attends another school, or as soon as is practically possible, a DSL from the child's school must discuss the details of the document with a DSL from the host school.</p>
9	<p>If members of staff from other Learn-AT or local hub schools work in our school we will:</p> <ul style="list-style-type: none"> • Receive written assurance from their school that all safer recruitment checks have been undertaken and that they are included on their school's Single Central Record • Sign them into the school site using COVID-secure school visitors' sign-in procedures and verify their identity • Ensure they have met the DSL working on site that day, or the senior member of staff co-ordinating safeguarding, before they have any contact with children • Ensure they are aware of procedures for reporting a safeguarding concern • Ensure ID badges are always worn
10	<p>Recruitment of new staff</p> <p>If we are recruiting new staff, we will follow existing safer recruitment procedures e.g. references and DBS checks and complete robust risk assessments. The Headteacher will lead this process. If the Headteacher is unavailable, then another senior member of staff with safer recruitment training will lead this process. If no such person is available, the trust central team will be consulted before any recruitment process is started in order to access trained personnel from within the trust.</p>
11	<p>DSL arrangements</p> <p>Safeguarding concerns will be recorded on CPOMS in the usual way where possible. If this is not possible due to staff absence then a virtual paper record will be kept securely on the MS DSL Team in the 'Safeguarding Concerns' channel. The concern will be recorded on CPOMS by the relevant DSL/DDSL as soon as is practically possible. Once this has been done, the virtual record can be deleted from the DSL Team.</p>
12	<p>Reporting concerns about other adults working with children.</p> <ul style="list-style-type: none"> • Contact the Headteacher either in person, via a phone call or MS Teams video call.

	<ul style="list-style-type: none"> If the Headteacher is unavailable contact central trust team – Stef Edwards or the Chair of Trustees (Gill Weston). If the concern is about an adult from a local hub school, then the Chair of Governors of that school should be contacted. This information can be found on the DfE site https://get-information-schools.service.gov.uk/
13	<p>Single Central Record</p> <p>The SCR will be maintained and kept up to date and checked by the school business manager.</p> <p>Office Managers, who are working from home, also have access to the SCR for updates.</p> <p>Learn-AT ID badges show that a member of Learn-AT staff has been placed on a school's single central record.</p>
14	<p>Reporting and managing peer on peer abuse</p> <p>Parents will be reminded to be vigilant to the signs of cyber bullying and about the school's responsibility to act on peer on peer abuse that occurs outside school. They will be encouraged through Learn-AT/school communications to report any such abuse to their child's school. This will be managed through the school Behaviour Policy and Anti-Bullying Policy.</p>
15	<p>Supporting children online</p> <p>The Learn-AT communication with parents will contain information and updates for parents about ensuring children are continuing to be safe online.</p> <p>This will be coordinated by the Trust Leader and Communications Manager.</p>
16	<p>Mental health and domestic violence</p> <p>Staff must be extra vigilant with regards to possible issues around mental health of children and their parents along with the possibility of an increase in domestic violence cases. Any additional concerns must be reported to the DSL or DDSL as outlined above.</p>
17	<p>Supporting children and families with their mental health</p> <p>Parents and children will be supported with their mental health in the following ways:</p> <ul style="list-style-type: none"> Daily interaction with class teachers during closures Learn-AT comms – signposting useful literature and resources (via Remote Learning Handbook – Parents/Carers and via the Learn-AT ELSA group) School comms – signposting useful literature and resources Keeping-in-touch telephone calls from class teachers where issues have been identified or support requested Provide information for staff about warning signs and indicators https://www.nhs.uk/conditions/stress-anxiety-depression/children-depressed-signs/ Educational Psychology support where appropriate
18	<p>Reporting concerns about a child</p> <p>Concerns about a child should be reported to the school's DSL according to the procedures in the school's Child Protection Policy. Where there is no DSL available in the school because COVID-related staff absence, contact Learn-AT's Safeguarding Coordinator, Michelle Dubois mdubois@learnat.uk who will refer the reporting member of staff to a senior DSL in another Learn-AT school.</p>