Child Protection during COVID-19
Addendum V9 to the Child Protection Policy of Church Langton CE Primary School

During the arrangements put in place due to the COVID-19 pandemic, the Child Protection/Safeguarding policy will continue to apply unless superseded by the provisions set out here.

This addendum should be read in conjunction with the Child Protection Policy and does not replace it.

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

This addendum has been revised in response to the safeguarding guidance issued by the government in January 2021 (Keeping Children Safe in Education) and to reflect the requirements of DfE guidance:

Action for schools during the coronavirus outbreak

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 www.churchlangton.leics.sch.uk and is shared with all staff and volunteers. **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 545237 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. The school is currently open for all pupils, but is prepared for a range of possible 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

In all scenarios the school will continue to have regard to the statutory safeguarding guidance Keeping children safe in education.

- A trained DSL (or deputy) will be available on site. However, where this may not be possible, two options will be considered:

    a. a trained DSL (or deputy) from the school will be available to be contacted via phone or online video, for example working from home;

    b. a trained DSLs (or deputies) will be shared from another school (who should be available to be contacted via phone or online video).

- Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader will take responsibility for co-ordinating safeguarding on site.

- Staff will continue to report all safeguarding concerns in the usual way (including allegations and safeguarding concerns about adults working in school) and be thoroughly briefed about any changes that are required – e.g. where the DSL or headteacher may be isolating at home.

- Referrals to safeguarding agencies (e.g. Children and Family Specialist Services, Police etc) will be made in the usual way.

- While schools are restricting attendance during the national lockdown children with a social worker, children with an EHCP and children who are judged to be vulnerable will be offered a school place, along with those whose parents/carers are critical workers (subject to a site risk assessment).

- Where a child known to social care is required to be at home, the DSL will immediately inform the social care worker allocated to the case.

- Parents/carers of vulnerable children who are asked to be at home will be regularly contacted by school staff. (include here any detailed arrangements and RAG rating system used). Where parents or carers do not respond to calls or visits, a risk assessment will be completed and a referral to Children's Social Care or the Inclusion Service will be made if required.

- There may be a greater prevalence of mental health concerns when children are at home. Staff will be briefed about this and time will be made available to the DSL or other relevant staff to support children remotely and as required.

- The school will adopt national and local guidance in the case of pupil absence or where children are not engaging with their learning at home. (add further details as required).

- Where a parent or carer indicates that they intend to electively home educate because of concerns related to COVID-19, before removing the child from the school roll, a meeting will be arranged involving the parent / carer, the local authority Inclusion Service and any other key professional e.g. social worker. All the options will be explored in order that the parents fully understand what is involved and so that the best interests of each individual child can be carefully considered before making a final decision. This is particularly important where vulnerable children, children with a social worker and those at greatest risk of harm are involved. Where an EHCP is in place for the child the local authority will be asked to give consent to Elective Home Education before removing the child from the school roll.

- Staff engaged in remote teaching and learning will follow the code of conduct guidance set out in the "Safer Working Practice Addendum" April 2020 (Safer Recruitment Consortium). and guidance for staff outlined in Learn-AT Remote Education Handbook (staff).

- The online safety of children who are learning remotely at home will be assessed and any necessary adjustments made to networks and school devices used for this purpose. Children will be taught how to stay safe online when they are learning remotely. (include any relevant details)

- Safer Recruitment procedures will continue to be robustly applied including where virtual interviews may be used and if so, a risk assessment will be completed.

- The Single Central Record will be continuously updated and include the details of any staff engaged in remote education from home and any catch-up tutors employed by the school, for example.

A range of possible scenarios

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, who will speak to the parent and the child as appropriate. Details of all phone calls will be recorded <add school specific information>.
	During the phone call staff member will use the following prompts to guide the conversation:
	   • 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?
	If there are any concerns arising from the phone call these will be reported according to the procedures outlined above and in the school's Child Protection Policy .
	Examples of causes for concern include:
	   • 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 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. 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. **Records of contacts with vulnerable children will be kept using the school's vulnerable pupil tracker. All safeguarding concerns are recorded in CPOMS.**
3	**Individual children self-isolating** As in (2) above.
4	**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. This must be undertake 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: - 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	**Absence – follow-up arrangements for children who should be attending school but are absent** Registers will be recorded in Arbor.

Child Protection Policy COVID-19 Addendum V9 April 2021

		• 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		**Absence – follow-up arrangements for children who are remote learning** • 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 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		**Staff members working online with students must adhere to:** • 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_rlsh 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.
8		**Sharing safeguarding information if vulnerable pupils are attending other schools during school closures** All schools will produce a document with the following information: • Child's details – Name, address, date of birth, school attended, DSL contact details • 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 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.

	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.
9	**If members of staff from other Learn-AT or local hub schools work in our school we will:** • 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	**Recruitment of new staff** 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.
11	**DSL arrangements** 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.
12	**Reporting concerns about other adults working with children.** • Contact the Headteacher either in person, via a phone call or MS Teams video call. • 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	**Single Central Record** The SCR will be maintained and kept up to date and checked by School Business and the Office Administrator, who are working from home, also have access to the SCR for updates.

	Learn-AT ID badges show that a member of Learn-AT staff has been placed on a school's single central record.
14	**Reporting and managing peer on peer abuse** 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.
15	**Supporting children online** The Learn-AT communication with parents will contain information and updates for parents about ensuring children are continuing to be safe online. This will be coordinated by the Trust Leader and Communications Manager.
16	**Mental health and domestic violence** 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.
17	**Supporting children and families with their mental health** Parents and children will be supported with their mental health in the following ways: • 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	**Reporting concerns about a child** 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.

Reviewed by Learn-AT Safeguarding Team – April 2021