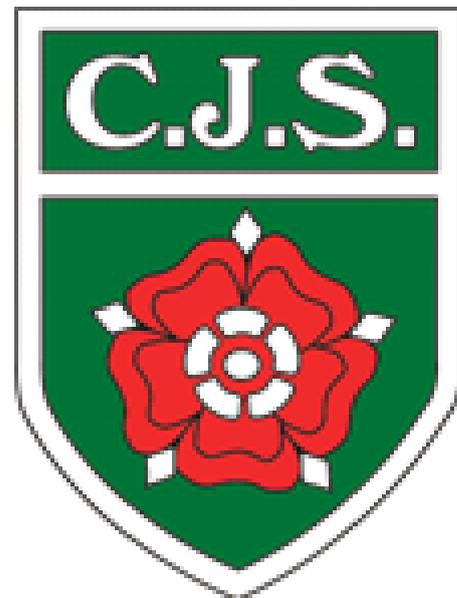


Chellaston Junior School

Safeguarding Policy

Addendum
for **School
Closure due
to Covid 19**



From 1st June 2020

In support of our Safeguarding and Child Protection policy, our Safeguarding annex specifically reflects the changes in our working practice during the Coronavirus pandemic.

From week commencing 1 June, we are able to welcome back more children to Chellaston Junior School and we are updating our Safeguarding annex as part of this planned return. While our existing annex continues to reflect our current working practice and priorities, the points below will be considered in addition, as more children return to school from 1st June.

- We recognise that staff and volunteers may identify new safeguarding concerns about individual children as we see them in person following partial school closures. Staff will follow exactly the same processes as usual by completing online reports on CPOMs and referring to Mrs Deane-Robson in the first instance.
- We will ensure that Mrs Deane-Robson (Deputy Designated Safeguarding Lead) has appropriate time available to support staff and children regarding new concerns (and referrals as appropriate) as more children return to school. She liaises very closely with Mr Smythe, the Designated Safeguarding Lead (and also Head teacher) on all matters of safeguarding.
- We recognise that negative experiences and distressing life events, such as the current circumstances, can affect the mental health and children and their parents/carers. We have therefore:
 - Released all Teaching Assistants from class to support children who need to talk
 - Provided very clear information to all families, well in advance of re-opening to Year 6, about groupings, teachers and people they can talk to
 - If a staff member or volunteer has concerns about another staff members or volunteer, they should continue to complete referrals on CPOMs and the red/amber forms if they do not have access to CPOMS (which is limited to pastoral staff and teachers).
- We will resume taking our attendance register from 1st June and also continue to complete the Online Educational Setting Status for on a daily basis for the Department for Education.
- All vulnerable children (with an EHCP, Social Worker or Looked After Children) should be attending school, where it is appropriate for them. We will continue to work with families and children to return to school, following the guidance, where this is appropriate.
- We will continue to make our Safeguarding policy, including annex amendments, available publicly and ensure all staff are also kept up to date as it is revised.

Developed with reference to guidance: Coronavirus (COVID-19): safeguarding in schools, colleges and other providers. Updated 29th May 2020.

1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the

COVID-19 response and cannot be safely cared for at home.

This addendum must be read in conjunction with the school's Safeguarding (Child Protection) Policy. It contains details of our **individual safeguarding arrangements during prolonged school closure**.

2. Key contacts

Role	Name	Contact number	Email
Safeguarding Email Address			safeguarding@cjs.derby.sch.uk
Designated Safeguarding Lead (and Head teacher)	Alex Smythe	01332 701460 07908 533156	a.smythe@cjs.derby.sch.uk
Deputy Designated Safeguarding Lead	Jayne Deane-Robson	01332 701460 Safeguarding Mobile No. 07311 964963	j.deane-robson@cjs.derby.sch.uk
Looked-After Children lead teacher	Kate Ballington	01332 701460	k.ballington@cjs.derby.sch.uk
Chair of Governors	Simon Fisher		s.fisher@cjs.derby.sch.uk
Safeguarding Governor	Jenny Burton		j.burton@cjs.derby.sch.uk

3. 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.

Chellaston Junior 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 is Kate Ballington.

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 DDSL will explore the reasons for this directly with the parent.

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

Key school staff (DSL, DDSL, Deputy Head, teachers) will encourage our vulnerable children and young people to attend school.

4. 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.

The DDSL (Jayne Deane-Robson) and social workers will agree with parents/carers whether children in need should be attending school – The DDSL will then follow up on any pupil that they were expecting to attend, who does not. The DDSL will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, the DDSL 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, the DDSL will notify their social worker.

5. Supporting children not in school

The DDSL will telephone the parents of all pupils on our 'vulnerable pupils' list at least twice a week for the most vulnerable and at least once a week for the rest of the vulnerable pupils. This work will be supported by a member of the learning support team.

Where the DSL or DDSL 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 (for pupils on the edge of social care support) must be recorded on CPOMS, as should a record of contact made.

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

The DDSL will work closely with all stakeholders (and especially liaising with the DSL) 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.

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

Summary of the sequence of steps to safeguard pupils and maintain checks on the well-being of those pupils not attending school:

1. Contact made by teachers to all pupils through class dojo and the website to set work.
2. Contact made by the Learning Mentor and other support staff to check on the well-being of pupils through telephone conversations with parents; twice weekly for the most vulnerable; weekly for other, less vulnerable pupils weekly (these vulnerable pupils are identified on a list held by the school).
3. Where contact has not been possible by telephone for up to two weeks, the learning mentor and another member of staff will make a home visit.
4. Where there is no contact made through a first home visit, a further attempt will be made within 3 days. Further daily phone calls will also be made. If contact is made at any stage, we revert to point 2 above.

6. Supporting children in school

Chellaston Junior School is committed to ensuring the safety and wellbeing of all its pupils. The 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.

The Head teacher 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.

The DDSL 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 if appropriate to vulnerable pupils.

Where the Head teacher or Deputy Head teacher has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – they will discuss them immediately with the trust.

7. Designated Safeguarding Lead

Chellaston Junior School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

- The Designated Safeguarding Lead is Alex Smythe
- The Deputy Designated Safeguarding Lead is Jayne Deane-Robson

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 or online video - for example when working from home. The DDSL will take keep the safeguarding mobile telephone with her at all times.

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 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.

8. 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 DDSL and the Head teacher. 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 use a yellow form to report the concern to the headteacher. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher.

Concerns around the Head teacher should be directed to the Chair of Governors:
Mr Simon Fisher – s.fisher@cjs.derby.sch.uk

The Multi-Academy Trust will continue to offer support in the process of managing allegations.

9. 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 and DDSL 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 the 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 Individual school Head teachers 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.

10. 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, the Head teacher 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 Chellaston Junior School is 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.

The Head teacher 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.

The DSL 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

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, Chellaston Junior School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

11. Online safety in schools and colleges

The School's staff 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.

12. 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 MAT Staff Code of Conduct.

Teachers 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 provided by Chellaston Junior School to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

13. Peer on Peer Abuse

The 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.