

The Phoenix Collegiate



Safeguarding and Child Protection Policy Covid-19 Addendum

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The Phoenix Collegiate Safeguarding and Child Protection Policy Covid-19 Addendum

School Procedures adaptations for Coronavirus Pandemic

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1. Scope and Purpose

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from Sandwell Children Safeguarding Partnership (SCSP) and Sandwell Local Authority (LA).

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.

This addendum will be reviewed and revised as local and national advice and guidance is updated.

Safeguarding and promoting the welfare of children remains everyone's responsibility and all staff have a role to play in safeguarding all of our students whether they are at home or in school during this time of 'school closure'. At all times staff must consider what is in the best interests of the child.

In accordance with relevant law and guidance this policy sets out our procedures for safeguarding and child protection during the Covid 19 emergency response.

Whether school remains open or becomes part of hub model consolidated onto one site staff should still follow Government guidance on keeping safe, Keeping Children Safe in Education (KCSIE) and any guidance from SCSP.

Designated Safeguarding Leads should ensure that all staff are aware of those issues and systems for reporting and provide local safeguarding updates to all staff.

Where our school collaborates and children and/or staff from multiple settings are receiving their education provision in a hub school, the principles in Keeping children safe in education (KCSIE) and this guidance continue to apply. In particular, the school or college that is acting as the hub in the cluster should continue to provide a safe environment, keep children safe and ensure staff and volunteers have been appropriately checked and risk assessments carried out as required.

2. Links to other policies and procedures

Links to:	
<ul style="list-style-type: none">• Safeguarding and Child Protection Policy• Health and Safety• Risk Management• Staff Code of Conduct• Behaviour Policy• Attendance policy	<ul style="list-style-type: none">• Safer Recruitment/DBS policy• E-safety Policy• SEND policy• Allegations Against Staff (Staff Disciplinary Policy and Procedures)• Anti-Bullying Policy• Acceptable Use Policy

3. Designated Safeguarding Lead and Deputies

We aim to have a trained DSL or deputy DSL on site wherever possible but if our DSL (or deputy) can't be in school, they can be contacted via:

info@phoenix.sandwell.sch.uk

Designated Safeguarding Lead

Chris Kelsall

Deputy DSL

James Samuel

Individual Heads of Houses

Laureen Selwood

Jayne Foster

Lucy Hancocks

Will Watson

Richard Gibbs

Haylee Conway

Sarita Tailor

We will keep all school staff and volunteers informed as to who will be the DSL (or deputy) on any given day, and how to contact them. As more children return to school we will have a trained DSL (or deputy) available on site

We will ensure that DSLs (and deputies), are aware of who the most vulnerable children in our school are.

In the unlikely circumstance there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. You can contact them by emailing info@phoenix.sandwell.sch.uk

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

4. Vulnerable Children and Young People

Vulnerable children for the purposes of continued attendance during the coronavirus outbreak are those across all year groups who:

- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child

- have an education, health and care (EHC) plan and it is determined, following risk assessment (risk assessment guidance), that their needs can be as safely or more safely met in the educational environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion

Read more in the guidance on vulnerable children and young people.

- Have an education, health and care (EHC) plan

Attending education settings is known as a protective factor for children receiving the support of a social worker. It is right that we prioritise support for those who will benefit the most. We are **balancing** this carefully with the urgent need to reduce social contact right across society to support the work to reduce the spread of coronavirus (COVID-19).

Everyone is observant and listening to the voice of the child during any contact.

We will continue to work with and support children's social workers and any other relevant safeguarding and welfare partners 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 in line with the safeguarding partners detailed in the safeguarding and child protection policy.

5. Reporting concerns and Record keeping

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.

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 students' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 8 below).

Reporting procedures are as per Education Safeguarding policy

If children are 'hosted at' another school site a separate 'Child Safeguarding' file will be maintained for each child, all reports of concerns, details of contacts, referrals and actions will be recorded within this file. Where the Host school uses an electronic system such as CPOMS/My Concern and the student is from the Host School – the student file will be maintained on the CPOMS/My Concern system.

Where the students is attending a hub school in another setting the safeguarding file will be held on paper and stored in a locked cabinet. As soon as is possible the record should be transferred securely to the students host school.

All safeguarding records will be reviewed and updated accordingly with relevant information to ensure they are accurate and all relevant information is captured.

6. Working with other agencies

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

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 3 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

The Designated Safeguarding Lead (DSL) will attend any ICPC's/reviews called by the Local Authority by Skype or other means of social distancing and may call on appropriate members of staff for reports

7. Monitoring attendance

As most children have not been attending school during this period of lockdown we have not been completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

Vulnerable children attendance is expected, where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan), so that they can gain the educational and wellbeing benefits of attending. Vulnerable children – regardless of year group – that have not been attending in the recent period are expected to return to nursery, early years, school or college provision where this would now be appropriate for them to do so. We will work with and support the relevant families and students to return to school, where attendance is appropriate. A brief summary of attendance expectations across the different groups of vulnerable children can be found within the following guidance

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

We will be following up where any child we expect to attend school during this period doesn't attend, or stops attending. Contact details of parents, social worker and any multi-agency professional working with the child are recorded on the child's file.

In these cases we will:

- 1) Follow up on their absence with their parents or carers, by phone and/or home visits if they are not taking up a school place. The regularity of these contacts will be based on our 'RAG' rated risk assessment and any agreement with partner agencies e.g. social workers, family support workers, YOS workers etc

RAG Rating

Red – most risk of harm or neglect and fewest protective factors (would include those with a child protection plan)

Amber – a moderate risk of harm, but with some protective factors (would include those identified as 'Child in Need'; and those with a social worker)

Green – some concerns escalating or unmet needs; or have been red or amber and need monitoring

Contact:

- 1) This will vary from 1-3 days, but contact will be no longer than every 3 days. The risk assessment will be recorded on the child's file. Risk assessments will be reviewed as circumstances may change in the coming weeks.
- 2) We will continue to monitor our movit inbox for Operation Encompass/Domestic Violence notification and take any appropriate action as advise by the MASH education team
- 3) Child's file will be updated accordingly
- 4) We will liaise with specialist health teams for any child with chronic long-term health needs to inform them of a school closure.
- 5) The DSL will ensure that remote access (working from home) to access the school IT system is possible and that a laptop/iPad is available for each member of the DSL team.
- 6) We will clarify where the children will be living during this crisis and discuss with parents the need to respond to calls.
- 7) Notify their social worker, where they have one

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

8. Online Safety

It is essential that children are safeguarded from potentially harmful and inappropriate communications and online material. As such, our school or hub school should ensure appropriate procedures, filters and monitoring systems are in place in accordance with the following policies:

- E-Safety
- Web Filtering and Device Monitoring.

Where students are using school equipment at home, the ability to filter access is limited. Filtering will be provided to the extent that is possible within the technological constraints the current crisis allows.

Students have been reminded of Internet Safety rules and parents will be expected to manage their children's safety whilst at home. An essential part of the online planning process has been ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school or college this should we have also signposted children to age appropriate practical support from the likes of:

[Childline](#) for support

[UK Safer Internet Centre](#) - to report and remove harmful online content

[CEOP](#) - for advice on making a report about online abuse

Remote teaching and learning from a safeguarding perspective

The following Safeguards have been put in place:

- A risk assessment has been completed to state how online learning will be managed, by whom and how risks are minimised.
- All staff are aware of the cautions required when using **social media**
- There is a shared agreement between school/student and parent about responsible use and keeping safe online and parents are informed of the methods school will be using to facilitate learning including how social media will be used

Staff delivering teaching online should listen for any cues that indicate a safeguarding concern and report these to the DSL as soon as possible. These cues might include:

- Comments or questions about child abuse or neglect
- Inadequate supervision at home
- The impact of food poverty

Safe Remote Teaching: <https://swgfl.org.uk/resources/safe-remote-learning/>

9. 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.

10. 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 and Schools Safeguarding policy with regards to allegations against those in a Position of Trust.

Staff should continue to act on any concerns they have immediately. Referrals will be sent to Sandwell MASH by completing a Multi- Agency Partnership referral form available at: <https://www.sandwellcsp.org.uk/key-safeguarding-issues/allegations-against-stafflado/>

and a MARF if appropriate.

Details of LADO are listed below.

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 for the duration of the COVID-19 period, in line with government guidance.

11. Mental health

Where possible, we will continue to offer our current support for student mental health for all students. (referrals should be made in the first instance to Mr R Jones, SENCo)

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

When setting expectations for students 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.

12. Staff recruitment, training and induction

12.1 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.

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.

12.2 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. This will be managed by our HR team.

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

12.3 Safeguarding induction and training

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

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

The DfE acknowledge that DSL training is unlikely to take place during this period. Therefore, for the period coronavirus 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.

We will take full advantage of online training sessions that may be offered through Sandwell Children Safeguarding Partnership, as well as any other accredited safeguarding online training offered.

We will continue to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.

12.4 Keeping records of who's 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

13. Supporting children in school

The Phoenix Collegiate is committed to ensuring the safety and wellbeing of all its students. Our students will continue to be a safe space for all children to attend and flourish. Our Governors and Head teacher will ensure that appropriate staff are on site and staff to student ratio numbers are appropriate, to maximise safety.

The Phoenix Collegiate 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. They 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.

We recognise that negative experiences and distressing life events, such as the current circumstances, can affect the emotional well-being and mental health of children and their parents. We will refer to the DfE guidance on mental health and behaviour in schools to help identify children and families who might need additional support, and put this support in place.

As more children will be returning to school in the coming weeks we will completing welfare checks with all of them and assessing if there is any increased vulnerabilities following the period of lock down. We will continue to work with parents and identify the most appropriate support that need to be put in place for children.

14. 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 can't 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.

15. Monitoring arrangements

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

16. Further Help and Guidance

[Covid 19 - Managing safeguarding in schools, colleges and other education providers](#)

[Corona Virus – Covid 19, Guidance on Vulnerable Children and Young People](#)

[Covid 19 – Guidance for Schools about Temporary Closing](#)

[Coronavirus \(COVID-19\): attendance recording for educational settings](#)

Email DfE.coronavirushelpline@education.gov.uk

Telephone 0800 046 8687

Useful Contact Numbers/Websites

Sandwell Childrens trust (MASH/SPOC):

Contact email: Access_team@sandwellchildrenstrust.org

Telephone: 0121 569 3100 (also use for out of hours)

Local Authority Designated Officer (LADO): Roger Beach

Contact email: Roger_beach@sandwellchildrenstrust.org

Online Directory of Early Help Services

<https://www.sandwellfamilylife.info/> - Includes DA services, foodbank details, emotional well-being support

Helpline numbers

NSPCC Adults Helpline 0808 800 5000
help@nspcc.org.uk

Refuge 24-hour National Domestic Abuse Helpline [0808 2000 247](tel:08082000247)

NSPCC Childline 0800 1111
<https://www.childline.org.uk/>