



<b>BELIEVE</b>	IN A HEALTHY MIND AND BODY IN STRIVING TO BE THE BEST WE CAN BE IN RESPECTING EACH OTHER AND OURSELVES
<b>GROW</b>	THROUGH LEARNING IN HUMANITY AND KINDNESS THROUGH EMBRACING OUR OPPORTUNITIES
<b>SUCCEED</b>	IN MAKING OTHERS PROUD IN BUILDING POSITIVE RELATIONSHIPS IN BEING RESILIENT AND COURAGEOUS

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# Child Protection & Safeguarding Policy Covid-19 addendum

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Version 6.20

## Contents

Important contacts .....	3
1. Scope and definitions .....	3
2. Core safeguarding principles .....	4
3. Reporting concerns and record keeping.....	4
4. DSL (and deputy) arrangements .....	4
5. Working with other agencies.....	5
6. Monitoring attendance.....	5
7. Peer-on-peer abuse .....	5
8. Concerns about a staff member or volunteer .....	6
9. Contact plans .....	6
10. Safeguarding all children .....	6
11. Online safety.....	7
12. Mental health .....	7
13. Staff recruitment .....	8
14. Safeguarding induction and training .....	8
15. Keeping records of who's on site.....	9
16. Pupils attending other settings.....	9
17. Monitoring arrangements .....	9
18. Links with other policies .....	9

## Document Control

Date	Version	Author	Notes
07/06/20	6.20	B Marsden	New Policy
24/09/20	6.20	B Marsden	New guideline updates

## Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Brigitte Marsden	bmarsden@dagenhampark.org.uk
Deputy DSL	Sharon Hunter	shunter@dagenhampark.org.uk
Designated member of senior leadership team if DSL (and deputy) can't be on site	Lee Jones	ljones@dagenhampark.org.uk
Headteacher	Chris Ash	cash@dagenhampark.org.uk
Local authority designated officer (LADO)	Mike Cullern	mike.cullern@lbbd.gov.uk
Chair of governors	Keith Coffey	kcoffey@dagenhampark.org.uk

### 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:**

- (a) the local authority**
- (b) a clinical commissioning group for an area within the local authority area**
- (c) the chief officer of police for an area (any part of which falls) within the local authority area of London Borough of Barking and Dagenham.**

It sets out changes to our normal child protection and safeguarding 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 and safeguarding 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](#) (September 2020)

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 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, both for children continuing to attend or returning to school and those at home.

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.

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded on to CPOMS (Child Protection Online Monitoring System) It is essential that record keeping is accurate and always updated.

## 4. DSL (and deputy) arrangements

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

If our DSL (or deputy) can’t be in school, they can be contacted remotely:

Deputy DSL Sharon Hunter 07594 993389 or DSL Brigitte Marsden 07730760127

- 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. This will be Lee Jones (Assistant Head Teacher) 0208 270 4400

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. The teacher in charge of looked-after children is Katy Brookes.

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.

## 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 doesn't attend, or stops attending, we will:

- Make parents aware it is their duty to ensure that their child of compulsory school age continues to attend school.
- Continue to monitor irregular school attendance and issue sanctions, including fixed penalty notices, in line with the local authority code of conduct.

We are currently following Government guidelines and parents will not be penalised if they follow official Public health advice not to attend school.

Shielding advice for all adults and children paused on 1 August 2020. This means that pupils who will remain on the shielded patient list can return to school, as can those who have family members who are shielding.

We will notify their social worker, where pupils have one and 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.

We know that children with social workers are not exempt from regular school attendance. Parents/carers will follow the same procedures as all pupils of compulsory school age and sanctions, including fixed penalty notices, in line with the local authority code of conduct will be issued.

## 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.

Staff need to refer to the peer-on-peer abuse policy for further guidance and advice.

## 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.

Making an allegation against a staff member or volunteer, in the first instance this should be reported to the Designated Safeguarding Lead Brigitte Marsden.

An allegation against the Headteacher, should be reported to the Chair of Governors Keith Coffey, [kcoffey@dagenhampark.org.uk](mailto:kcoffey@dagenhampark.org.uk). All Governors can be contacted by letter, care of the school or the Education Arts & Libraries Department, Town Hall, Barking, Essex IG11 7L

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 won't 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 at least once a week
- Which staff member(s) 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, doorstep visits, or a combination of both.
- How a remote learning pack be issued, and work completed monitored.

We have agreed these plans with children's social care where relevant and will review them when necessary.

If we can't make contact, we will inform children's social care and/ or the school's police officer.

## 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.

The DSL (and deputy) will be given more time to support staff and children regarding new concerns (and referrals as appropriate) as more children return to school.

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.

If IT staff are unavailable, our contingency plan will be to contact Elementary who will provide support.

### **11.2 Outside school**

Where staff are interacting with children online, they will continue to follow our existing Staff Code of Conduct Policy and the updated Teaching and Learning Policy which gives guidance about remote learning.

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.

The school will follow DfE advice: 'Teaching online safety in school' for departmental guidance outlining how we can ensure that pupils understand how to stay safe and behave online as part of existing curriculum requirements.

### **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

## **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 new policy for Emotional Wellbeing & Mental Health will help and support staff.**

In addition, staff are encouraged to use a range of resources produced by Public Health England which supports secondary school teachers to promote positive health, wellbeing and resilience among young people including its guidance [Promoting children and young people's emotional health and wellbeing](#).

### **12.2 Children at home**

Where possible, we will continue to offer our current support for pupil mental health for all pupils.

During lock down we have offered counselling over the phone instead of face-to-face. Referrals made to CAHMS and other agencies (referrals to children's social care and for statutory assessments under the Children Act especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) were made where necessary during lock down.

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 email, 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](#) if required.

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.

## **14. Safeguarding induction and training**

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements. All staff will receive safeguarding and child protection updates for example via email, e-bulletins and staff briefings.

### **14.1 New staff induction**

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our child protection and safeguarding policy (and this addendum)
- Keeping Children Safe in Education part 1
- 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'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 and use it 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. Pupils attending other settings

Where pupils 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) and/or Inclusion Manager 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.

## 17. Monitoring arrangements

This policy will be reviewed following guidance from the 3 local safeguarding partners, the LA or Department for Education and will be updated as a minimum every 4 weeks by Brigitte Marsden Deputy Headteacher.

## 18. Links with other policies

This policy links to the following policies and procedures:

- Child protection and safeguarding policy
- Peer on peer abuse policy
- Emotional Wellbeing & Mental Health policy
- Staff code of conduct policy
- IT acceptable use policy
- Health and safety policy

