



# Child Protection and Safeguarding: COVID-19 Addendum

Belfairs Academy

<b>Approved by:</b>	Mrs Bev Williams	<b>Date:</b> 4 May 2020
<b>Last reviewed on:</b>	4 May 2020	
<b>Next review due by:</b>	June 2021	

**Government advice relating to safeguarding of young people during Covid-19 restrictions can be found here:**

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

<https://www.gov.uk/government/publications/covid-19-school-closures>

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

<https://www.gov.uk/government/publications/covid-19-free-school-meals-guidance/covid-19-free-school-meals-guidance-for-schools>

<https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

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## Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Mr Johan Zweistra	<a href="mailto:enquiries@belfairs.southend.sch.uk">enquiries@belfairs.southend.sch.uk</a> Mobile: 07540750138
Deputy DSL	Mr Roy Evans	<a href="mailto:enquiries@belfairs.southend.sch.uk">enquiries@belfairs.southend.sch.uk</a> Mobile: 07540750131
Other contactable DSL(s) and/or deputy DSL(s): Belfairs Academy	Mrs Tracy Foster  Mrs Linzi Morenas	<a href="mailto:enquiries@belfairs.southend.sch.uk">enquiries@belfairs.southend.sch.uk</a> Mobile: 07860719778  <a href="mailto:enquiries@belfairs.southend.sch.uk">enquiries@belfairs.southend.sch.uk</a> Mobile: 07525133039
Designated member of senior leadership team if DSL (and deputy) can't be on site	Mr Greg Rodulfo	<a href="mailto:enquiries@belfairs.southend.sch.uk">enquiries@belfairs.southend.sch.uk</a> Mobile:07534980730

ROLE	NAME	CONTACT DETAILS
Headteacher	Mrs Bev Williams	<a href="mailto:enquiries@belfairs.southend.sch.uk">enquiries@belfairs.southend.sch.uk</a> Mobile: 07730760148
Local authority designated officer (LADO)	Mrs Allison Francis	<a href="mailto:allisonfrancis@southend.gov.uk">allisonfrancis@southend.gov.uk</a> 01702 534539
MASH Children Social Care , Southend Borough Council		<a href="mailto:mash@southend.gov.uk">mash@southend.gov.uk(unsecure)</a> During Hours: 01702215007 After Hours: 0345 606 1212

The procedure for monitoring vulnerable students are categorized according to severity of need:

**Red:**

Daily telephone call to speak to parent and student. Escalate if no satisfactory response after 5 days. Adapted resources on line to support learning.

**Amber:**

Twice weekly telephone calls to parent and student, escalate if no satisfactory response after 5 days. Adapted resources available on line to support learning.

**Green:**

Weekly telephone calls to parent and student, escalate if no satisfactory response after 5 days. Adapted resources available on line to support learning.

## 1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our 3 local safeguarding partners Southend Safeguarding (Children's) Partnership (SSCP), Southend Children's Social Care and local authority (LA) Southend Borough Council.

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.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
  - With a child protection plan
  - Assessed as being in need
  - Looked after by the local authority
- Have an education, health and care (EHC) plan

## 2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

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

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 still attending school and those at home.

Staff record any safeguarding concern on Safeguarding software(Safeguard) and report to a DSL that a concern has been logged. An electronic green will be completed by DSL dealing with case. This green will be passed to Aspect 3 Admin to file and indicate on student's file that a safeguarding concern has been raised. Any concern that has been reported is followed through with the DSL dealing with the incident unless he/she falls ill where this incident will be passed to another DSL.

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.

## 4. DSL (and deputy) arrangements

We have a trained DSL or deputy DSL on site or contactable all the time. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

If our DSL (or deputy) or any other DSL can't be in school, they can be contacted remotely by: [enquiries@belfairs.southend.sch.uk](mailto:enquiries@belfairs.southend.sch.uk) or via phone by a member of SLT on duty or site staff during the school day.

All academy staff and volunteers are informed by email and training as to who the DSLs are, and how to contact them should a safeguarding concern arise.

We ensure that DSL, Deputy DSL, Additional DSLs and Aspect 3 staff along with SLT wherever their location, know who the most vulnerable children in our academy 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 Mrs Bev Williams, Mr Greg Rodulfo, Mr Chris Bentley, Ms Amy McKelvie, Mr Andy Bakonyvari, Mr Ross Williams, Mrs Emma Haddow and Mrs Michelle Lane (Remotely). You can contact them by: [enquiries@belfairs.southend.sch.uk](mailto:enquiries@belfairs.southend.sch.uk) or physically report to Belfairs Academy.

The senior leader will be responsible for liaising with the off-site DSL, Deputy DSL or other DSLs) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, if necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

- Take register of all students that are in the academy and complete DfE formatted register and send this to the Principal/CEO to be checked and sent to DfE.
- Sort post
- Ensure that all staff and students are maintaining social distancing in line with government guidelines
- Make sure that students that are in the academy follow educational plan set out by Subject Teachers and Subject Leaders

## 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.

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 following guidance is currently in place:

## 6. Monitoring attendance

As most children will not be attending Belfairs Academy during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers, by phoning the parents/guardians of students that did not arrive.
- One of the DSLs will be contacted and the DSL will notify the student's 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.

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. If any contact details change during this period the new details will be e-mailed through to the Data Manager and the MIS will be updated with the most up to date information.

## 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 contact the Year Leader or Phase Leader as appropriate without delay or in the event they cannot be contacted escalate this to Vice Principal or Assistant Head in charge of behaviour and safety.

## 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.

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. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this. This could be students who have previously had a social worker and are at risk, or who haven't met the threshold for a referral but where staff have raised concerns and they could be at risk

If these children will not be attending the academy, we will put a contact plan in place, as explained in section 10 below.

## 10. Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They won't be attending the academy (for example where the academy, 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 the following to make sure every effort has been made to safeguard the student which includes:

- 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
- In the case of Free School Meal students – money will be deposited directly into the parent's bank account.
- Students and families that are struggling financially will be highlighted by the aspect 3 team and charities contacted to support the family where needed.
- All students with EHCP's have a comprehensive risk assessment.

When contact is made the following needs to be considered:

### Home visits:

- Make sure to see and speak to pupils
- Speak to them on the doorstep, or see them through a window if they're self-isolating

- Avoid close contact with them ([closer than 2 metres for more than 15 minutes](#)), in line with [government advice on social distancing](#)
- Avoid staff going to pupils' homes alone. Have 2 members of staff go, ideally including someone with a good relationship with the family
- Follow any policies you have on home visits and lone working, and look at our article on [risk assessments for home visits](#)

#### Phoning pupils:

- Use work phones if possible
- If you need to use personal phones, see how to hide your number on [Apple](#) and [Android](#)
- Make sure you speak to the child too and not just their parents

We have agreed these plans with children's social care where relevant, and will review them along with government guidelines as and when these change and are updated.

If we can't make contact, we will escalate our concerns and contact children's social care and/or the police.

## 11. 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. For children at home, they will look out for signs like:

- Not completing assigned work or logging on to academy systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls where relevant.

Children are likely to be spending more time online during this period – see section 12 below for our approach to online safety both in and outside school.

See section 13 below for information on how we will support pupils' mental health.

## 12. Online safety

### 12.1 In academy

We will continue to have appropriate filtering and monitoring systems in place in academy.

If IT staff are unavailable, our contingency plan is to contact IT manager working from home. The IT Manager can be contacted on [enquiries@belfairs.southend.sch.uk](mailto:enquiries@belfairs.southend.sch.uk)

### 12.2 Outside academy

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/IT acceptable use policy/e-safety policy/Safeguarding Policy/Data Protection and Freedom of Information Policy.

Any material shared on social media needs to be vetted before going on line to make sure that all guidelines and policies have been followed and material is fit for purpose as laid out on the Belfairs website and on staff O;Drive.

Additional guidance has been issued to staff that are live streaming or providing pre-recorded videos.

### **Context:**

There is no expectation that teachers should live stream or provide pre-recorded videos. We should consider the approaches that best suit the needs of our students and staff.

Teaching from home is different to teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, consider what will be in the background.

### **Important Government Guidelines around remote education:**

Links:

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

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

If you do plan to record or livestream lessons via an online platform, you need to assess any risks and take appropriate actions to minimise harm.

### **Things to consider include:**

#### **Where is the recording taking place?**

Teachers should be in a neutral area where nothing personal or inappropriate can be seen or heard in the background.

#### **Which platform will you use?**

Always make sure the platform you are using is suitable for the children's age group. Set up school accounts for any online platforms you use (teachers should not use accounts linked to their personal email addresses). We strongly suggest that you read terms and conditions of any livestreaming platform before deciding to use it. Please make yourselves familiar with its operational use before starting any sessions and be aware of any functionality the students could use within the platform. Check any privacy settings.

#### **What should I wear?**

As you are not in the academy we do not expect you to be formally dressed but would expect that your attire is appropriate for presenting to students.

#### **Groups sizes?**

For safeguarding purposes, we ask that you teach groups of x2 or more to safeguard staff and students. If a situation arises where there is no other alternative, we ask that you get the parent of the student receiving tuition to be in the room while presenting.

#### **Language?**

Make sure that you remain professional at all times and avoid informal discussions that could be misinterpreted.

### **Should a livestream be recorded?**

On some platforms it is possible to record livestreamed sessions. We advise that no live sessions are recorded. Inform students they should not record these sessions themselves at any point. Platforms will typically notify you if someone is recording.

**Remember that all academy procedure and policies apply during all online lessons and these are supported by the government guidelines that underpin these documents. If there are any concerns, please contact your line manager. If the concern is of a safeguarding nature, please contact one of the DSLs immediately as per academy safeguarding procedure.**

**Remind students of their responsibilities before livestreaming. If you do not feel comfortable with any of the above or with contacting a student in this way, do not use this method of delivery.**

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 academy, and signpost them to other sources of support too as per Covid - 19 folder on the Belfairs website.

### **13.3 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 academy
- › Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our academy provides. These will be shared via Show my Homework
- › Know where else they can go for support to keep their children safe online which is highlighted on Belfairs website.

## **13. Mental health**

Where possible, we will continue to offer our current support for pupil mental health for all pupils. Where appropriate staff are in contact with students and families to make sure that they are supported during this period. Aspect 3 staff have been allocated students that they need to keep in contact with and this would be escalated should any concerns be raised.

On the Belfairs website there is clear signposted material for all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending academy, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

## **14. Staff recruitment, training and induction**

### **14.1 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 academy 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 academy.

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.

### **14.2 Staff from outside providers for alternative provision.**

We will assess the risks of staff working with our students and seek assurance from the providers that staff have had the appropriate checks and we have a comfort letter supporting this.

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

### **14.3 Safeguarding induction and training**

We 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 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
- Safeguarding and Health & Safety training

### **14.4 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 academy each day. Staff working with students from Belfairs academy in alternative provision settings will have a comfort letter form provider.
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

## **15. 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.

## **16. 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 of every 3-4 weeks by Johan Zweistra (Belfair DSL) At every review, it will be approved by the Principal/CEO and full governing Body.

## **17. Links with other policies**

This policy links to the following policies and procedures:

- Safeguarding and Child protection policy
- Behaviour policy
- Staff behaviour policy/code of conduct
- IT acceptable use policy
- Health and safety policy
- E-safety safety policy
- Data protection policy
- SEND policy
- Safer recruitment policy