



*Creative  
Education  
Trust*

# **Child Protection Policy**

## **Covid-19 addendum**

### **31 March 2020 until further notice**

From 23 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 – and where they are unable to make arrangements for their children to stay at home. 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 of the Child Protection Policy must be followed alongside the Child Protection Policy December 2019; it contains additional details of our individual safeguarding arrangements in the following areas:

1. Vulnerable children
2. Attendance monitoring
3. Designated Safeguarding Lead
4. Reporting a concern
5. Safeguarding training and induction
6. Safer recruitment, volunteers and movement of staff
7. On-line safety in school
8. On-line safety away from school
9. Supporting children not in school
10. Supporting children in school
11. Peer-on-peer abuse
12. Support from CET Head Office



**For immediate advice or in case of an emergency:**

**Designated safeguarding lead: [insert telephone contact details]**

**Local Authority Children's Services: [insert telephone contact details]**

**NSPCC: email [help@nspcc.org.uk](mailto:help@nspcc.org.uk) or telephone 0808 800 5000**

**Key Contacts [insert remaining details]**

Deputy DSL		
Principal/Headteacher		
Designated teacher for LAC		
Chief Executive Officer		
Marc Jordan	020 3910 9201	marc.jordan@creativeeducationtrust.org.uk
Chair of Trustees		
David Anderson	020 3910 9204	ChairofTrustees@creativeeducationtrust.org.uk

**The local authority's safeguarding procedures are available at: [insert link to LA documentation on LA website]**

### **Vulnerable Children**

- 1) Vulnerable children include those who have a social worker and those with education, health and care (EHC) plans.
- 2) 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.
- 3) 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 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.
- 4) Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.



- 5) 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.
- 6) We 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.
- 7) 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 school, and their child is considered vulnerable, the social worker and school will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting Covid-19, the school or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.
- 8) We will encourage our vulnerable children and young people to attend a school, including remotely, if needed.

### **Attendance Monitoring**

- 9) Local authorities and education settings do not need to complete their usual attendance registers or day-to-day attendance processes to follow up on non-attendance.
- 10) The school will complete the DfE attendance record and submit this daily to the DfE and CET Head Office.
- 11) The school and social workers will agree with parents/carers whether children in need should be attending school.
- 12) The school will follow up on any pupil that is expected to attend, who does not. The school will use text messages and telephone calls in the first instance. If the school has concerns about the safeguarding of a pupil as a result of non-attendance, it will share these concerns with the local authority and carry out home visits if necessary. Any home visits will be risk assessed and follow Government guidance on social distancing.
- 13) To ensure that communications are as efficient as possible, the school will, when communicating with parents and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.
- 14) In all circumstances where a vulnerable child does not take up their place at



school, or stops attending, the school will notify their social worker.

### **Designated Safeguarding Lead**

- 15) The school will aim 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 by phone or on-line video - for example when working from home.
- 16) 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 records; liaising with the offsite DSL (or deputy); and liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.
- 17) 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 who that person is and how to speak to them.
- 18) The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely. Where this is not possible, a deputy DSL or member of the SLT will attend.

### **Reporting a concern**

- 19) Where staff have a concern about a child, they should continue to follow the process outlined in the Child Protection Policy.
- 20) If a member of staff is unable to follow normal reporting procedures they must email their concern to the DSL, or deputy DSL if they are covering for the DSL, and contact the DSL or deputy DSL by phone to ensure that they have received the message. The DSL or deputy DSL must also reply to the email to confirm that they are acting on the concern.
- 21) If a member of staff has a concern about an adult, they should continue to follow the process outlined in the Child Protection Policy.
- 22) If a member of staff is unable to follow normal reporting procedures, they must email their concern to the Principal/Headteacher/Chair of Trustees as in the policy. They must follow this up with a phone call to ensure that the message has been received. The Principal/Headteacher/Chair of Trustees must also reply to the email to confirm that they are acting on the concern.
- 23) Staff are reminded of the need to report any concern immediately and without delay.



### **Safeguarding training and induction**

- 24) DSL training is very unlikely to take place whilst there remains a threat of the Covid-19 virus.
- 25) 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.
- 26) All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.
- 27) Where new staff are recruited, or new volunteers enter the school, they will continue to be provided with a safeguarding induction. They will be provided with copies of: the child protection policy; the Covid-19 addendum to the child protection policy; and part 1 of KCSIE 2019.
- 28) If staff are deployed from another education or children's workforce setting to this 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:
  - a) the individual has been subject to an enhanced DBS and children's barred list check
  - b) there are no known concerns about the individual's suitability to work with children
  - c) there is no on-going disciplinary investigation relating to that individual.

### **Safer recruitment, volunteers and movement of staff**

- 29) 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 school will continue to follow the CET safer recruitment policy.
- 30) 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. During this period, it will be acceptable to consider scanned proof of identity along with a face-to-face video link to validate the photo ID. The original documents must be presented on the first day of attendance on site. <https://www.gov.uk/government/news/covid-19-changes-to-dbs-id-checking-guidelines>
- 31) Where volunteers are used, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE 2019. Under



no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

- 32) We 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 2019.
- 33) We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE 2019 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](mailto:Misconduct.Teacher@education.gov.uk)
- 34) 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, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, we will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE 2019.

#### **On-line safety in school**

- 35) We will continue to provide a safe environment, including on-line. The school and all of its staff will continue to apply the e-safety policy in full.

#### **On-line safety away from school**

- 36) 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 in line with the Child Protection Policy and, where appropriate, referrals should still be made to children's social care and, as required, the police.
- 37) Online teaching should follow the same principles as set out in the code of conduct and e-safety policy.
- 38) We will ensure any use of on-line learning tools and systems is in line with privacy and data protection/GDPR requirements.
- 39) When delivering on-line lessons, the following must be adhered to.
  - a) No 1:1 activity with pupils, groups only.
  - b) Staff must wear suitable clothing, as should anyone else in the household.
  - c) Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
  - d) Pupils must have video cameras switched off.
  - e) Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.



- f) Language must be professional and appropriate, including any family members in the background.
- g) Staff must only use platforms provided by the school to communicate with pupils.
- h) Staff should record, the length, time, date and attendance of any sessions held.

### **Supporting pupils not in school**

- 40) The school is committed to ensuring the safety and wellbeing of all its pupils.
- 41) Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they must ensure that a robust communication plan is in place for that child or young person.
- 42) Details of this plan must be recorded on the child's safeguarding file, alongside a record of school-level contact.
- 43) The communication plans can include: remote contact; phone contact; and door-step visits. Other individualised contact methods should be considered and recorded. Government social distancing advice must be followed.
- 44) The school and DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.
- 45) This plan must be reviewed regularly (at least once a fortnight) and where concerns arise. The DSL will consider any referrals as appropriate.
- 46) The school will share safeguarding messages on its website and social media pages.
- 47) The 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 need to be aware of this in setting expectations of pupils' work when they are at home.

### **Supporting pupils in school**

- 48) We 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.
- 49) The Principal/Headteacher will ensure that appropriate staff are on site and staff-to-pupil ratio numbers are appropriate, to maximise safety.



- 50) We 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 Covid-19.
- 51) If the Principal/Headteacher has concerns about the impact of staff absence, particularly key members of staff such as the DSL or first aiders, we will discuss them immediately with CET Head Office.

### **Peer-on-peer abuse**

- 52) We recognise that during the closure a revised process may be required for managing any report of such abuse and supporting victims. For any report of peer-on-peer abuse the school will follow the principles set out in part 5 of KCSIE 2019 and of those outlined in the Child Protection Policy.
- 53) The school will listen and work with the child, parents/carers and any multi-agency partner required to ensure the safety and security of the child.
- 54) Concerns and actions will be recorded on the child's safeguarding record and appropriate referrals made.

### **Support from CET Head Office**

- 55) The Head Office team will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.