



Woodseaves C.E. Primary Academy
Safeguarding and Child Protection Addendum –
Partial School Closure and Phased Return of
Pupils

Together we will create a respectful, caring and safe learning community that inspires all to achieve and flourish.

'Start children on the way they should go, and even when they are old, they will not turn from it.'

Proverbs 22:6

Ratified: via email – May 2020

By Governors

Review due: As required

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. From the 1st June the government announced that Primary schools could, after risk assessing the current situation, begin the phased return of some year groups.

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 whilst children in Reception, Year One and Year Six returned to school, whilst adhering to guidelines.

This addendum of the Woodseaves C.E. Primary Academy Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Michelle Easthope	01785 284212	headteacher@woodseaves.staffs.sch.uk
Deputy Designated Safeguarding Lead	Libby Fildes	01785 284212	lfildes@woodseaves.staffs.sch.uk
Chair of Governors	Nick Reaney	NA	nreaneygovernor@woodseaves.staffs.sch.uk
Safeguarding link governor	Carole Bayliss	NA	cbaylissgovernor@woodseaves.staffs.sch.uk

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 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.

Woodseaves C.E. Primary Academy 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 will be Michelle Easthope.

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 Woodseaves C.E. Primary Academy will explore the reasons for this directly with the parent.

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

The school will remain in contact with vulnerable families who do not attend via phone calls and emails as required.

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. Attendance of pupils during the phased return of R/Yr1/Yr6 will be monitored daily. The head teacher will update the DFE attendance requirements daily.

Woodseaves C.E. Primary Academy and social workers will agree with parents/carers whether children in need should be attending school – Woodseaves C.E. Primary Academy will then follow up on any pupil that they were expecting to attend, who does not. Woodseaves C.E. Primary Academy will also follow up with any parent or carer who has arranged care for their child/children and the child/children subsequently do not attend.

How will this look in our school?

To support the above, Woodseaves C.E. Primary Academy 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, Woodseaves C.E. Primary Academy will notify their social worker.

Designated Safeguarding Lead

Woodseaves C.E. Primary Academy has a Designated Safeguarding Lead (DSL) and one Deputy DSL.

The Designated Safeguarding Lead is: Michelle Easthope

The Deputy Designated Safeguarding Leads is: Libby Fildes

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.

It is important that all Woodseaves C.E. Primary Academy staff 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/Deputy DSLs will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy. Concern forms should be filled in and handed to the DSL/Deputy DSL. If, the DSL/Deputy DSL is not on site the form should be handed to a member of the office team who will scan and send to the DSL immediately. This will be followed by a text message alerting the DSL to the form being sent.

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 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 Headteacher should be directed to the Chair of Governors – Nick Reaney.

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, the 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 should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

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

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.

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, Woodseaves C.E. Primary Academy 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.

Woodseaves C.E. Primary Academy 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.

Woodseaves C.E. Primary Academy 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 will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Woodseaves C.E. Primary Academy will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Online safety in schools and colleges

Woodseaves C.E. Primary Academy 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.

Supporting children not in school

Woodseaves C.E. Primary Academy is committed to ensuring the safety and wellbeing of all its children.

Where the DSL/Deputy 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 should ensure that a robust communication plan is in place for that child or young person.

A record will be kept of any contact made. The communication plans can include; remote contact, phone contact, door-step visits.

Woodseaves C.E. Primary Academy and its DSL/Deputy DSL will work closely with all stakeholders 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/Deputy DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages. Woodseaves C.E. Primary Academy 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 Woodseaves C.E. Primary Academy need to be aware of this in setting expectations of pupils' work where they are at home.

Woodseaves C.E. Primary Academy will ensure that where we care for children of critical workers and vulnerable children on site, as well as children in the phased return year groups, we ensure appropriate support is in place for them.

Supporting children in school

Woodseaves C.E. Primary Academy is committed to ensuring the safety and wellbeing of all its pupils.

Woodseaves C.E. Primary Academy will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety and that these follow government guidelines and the school's risk assessments.

Woodseaves C.E. Primary Academy 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.

Woodseaves C.E. Primary Academy 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.

Where Woodseaves C.E. Primary Academy has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders- they discuss them immediately with the Chair of Governors and if necessary close 'social bubbles', whilst prioritising provision for vulnerable children and children of key workers critical to the Covid-19 response.

Peer on Peer Abuse

Woodseaves C.E. Primary Academy recognises that during the partial 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 multiagency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded in the usual way and appropriate referrals made.

Government guidance will be adhered to when dealing with cases of peer on peer abuse.

Mental Health

As children return to school, all staff are aware of the importance of supporting children's mental health. Woodseaves C.E. Primary Academy staff are actively engaging in discussions around a Recovery Curriculum to support children's mental health and well-being.

A number of members of staff have completed online bereavement training, and the school has a bereavement policy in place. Staff have also completed mental health training focused on Covid-19 to enable them to support children as they return to school.

Prior to children returning to school, all parents will be asked to complete a Covid-19 impact survey so that the school can identify the needs of the cohort.

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