COVID 19 Annex
Beckfoot Trust Child Protection and Safeguarding Policy

Version 2.0: 3 June 2020

Context

This addendum was updated on 31 May 2020 and will be updated regularly in line with Local Authority and National guidance regarding the COVID-19 outbreak within the United Kingdom. This annex adheres to the Government guidance, *'Coronavirus (COVID-19): safeguarding in schools, colleges and other providers'* published 20 May 2020. The full guidance can be found here.

This annex to the policy seeks to clarify:
- practice around Child Protection and Safeguarding whilst Beckfoot Trust schools continue to operate a provision for children of key workers and for those who are vulnerable (whom have an allocated social worker or provision directed through an Education, Health and Care Plan);
- practice in relation to the wider opening of primary and secondary schools to selective year groups;
- the continued practice and support for those pupils who will continue to access their learning from home.

Staff working within schools at this time must ensure that they continue to work with the best interests of the child at the centre of their practice, remaining alert and vigilant at all times. If a member of staff has a concern about a child, they should act immediately, following the process outlined below. There will be a DSL available at all times – either present at school, or available via phone or video link. The Beckfoot Trust will ensure that there a whole institution approach to safeguarding by ensuring:
- there is capacity within all schools at all times to enable a DSL to respond to child protection and safeguarding during the pandemic;
- that all schools are kept up to date with changes to government guidance, policy and materials to support safeguarding
- that there is a clear link between our safeguarding duties and Health and Safety risk assessments in all schools

This annex to the main policy will seek to clarify:
- any updated advice received from the local 3 safeguarding partners
- any updated advice received from local authorities regarding 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
- what staff should do if they have any concerns about a child
- the continued importance of all staff acting immediately on any safeguarding concerns
- DSL (and deputy) arrangements
- the continued importance for school staff to work with and support children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children

- peer on peer abuse – given the very different circumstances schools are operating in, a revised process may be required for managing any report of such abuse and supporting victims (the principles as set out in part 5 of KCSIE should continue to inform any revised approach)
- what staff should do if they have concerns about a staff member who may pose a safeguarding risk to children (the principles in part 4 of KCSIE will continue to support how a school or college responds to any such concerns)
- any arrangements to support children the school are concerned about who are 'otherwise vulnerable'/do not meet the 'vulnerable' definition
- what arrangements are in place to keep children not physically attending the school or college safe, especially online and how concerns about these children should be progressed.
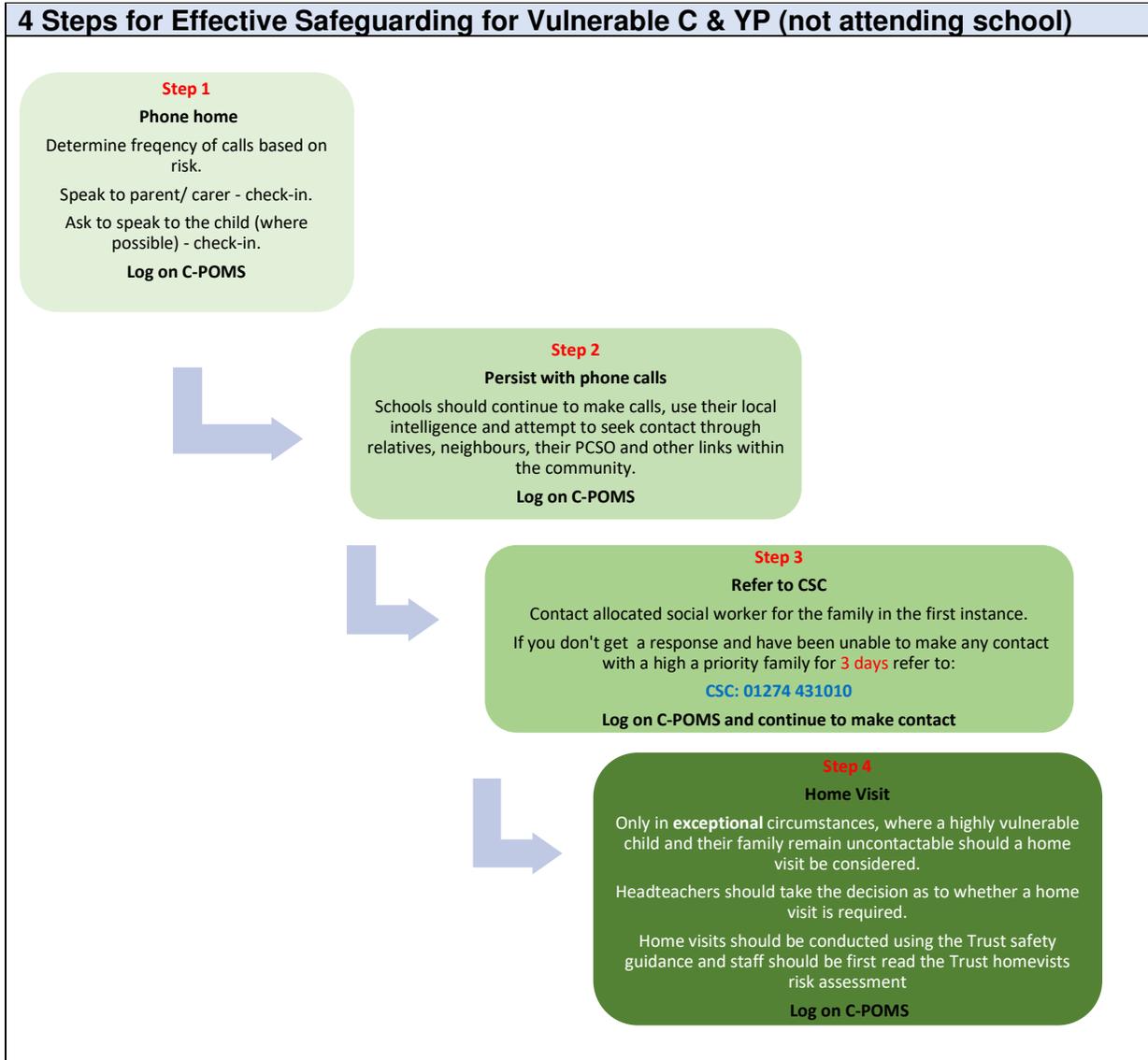
Designated Safeguarding Lead (DSL)

• There will be a trained DSL available on-site at all times in all schools that are opening more widely to learners; from 8 June in Trust primary schools and from 15 June in all secondary schools.
 • If the DSL is not present on-site, they will be available via phone or video link (if necessary) to liaise with other professionals.
• In the absence of a DSL due to illness, the most senior member of the Senior Leadership Team (SLT) available will act as DSL (regardless of whether they have undertaken mandatory training or not) in line with the government guidance *'Coronavirus (COVID-19): safeguarding in schools, colleges and other providers'* published 20 May 2020. This means that the SLT member would, if necessary, have access to child protection files, and would liaise with the off-site DSL and social workers.
• In the case of an allegation against a member of staff, DSLs should make the usual referral to the Local Authority Designated Officer (LADO).
• The DSL (or deputy) will provide support to teachers and support staff to ensure that contact is maintained with children (and their families) who are not yet returning to school.
• DSLs will continue to do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups, such as the regular meetings between DSLs at DAT.
• The DSL will ensure that if they have a student receiving support from Channel, they follow the government guidance on 'prevent management guidance for schools and colleges', found here.

Planning wider reopening

- Staff may identify new safeguarding concerns about individual children as they see them in person following partial school closures and should be aware to be vigilant for these.
- Staff will be briefed before a return to school on reporting systems during partial reopening and will receive guidance on how to report any child protection or safeguarding concern, including ones for new children returning to school.
- It is important that relevant safeguarding and welfare information held on all children (including returning children) remains accurate on CPOMS. School will discuss reopening with parents and carers (during welfare calls) and enquire about any changes regarding welfare, health and wellbeing that they should be aware of before a child returns.
- Staff will be informed in advance of who the DSL is on that day, and how to speak to them.
- Whilst some children will start to return to school, some still may not. It is important that contact is kept with these children and their families via phone at this time. Where possible,

staff should try to speak to the child directly. Staff should follow the Trust's *4 Steps for Effective Safeguarding for Vulnerable C & YP (not attending school).*

- The DSL should be aware and make provision for any children who are accessing education as a 'guest'. All statutory duties and responsibilities apply to any children or young people on-site who are not on the roll of the school though attending by agreement with the headteacher/trust

4 Steps for Effective Safeguarding for Vulnerable C & YP (not attending school)

Step 1
Phone home
Determine freqency of calls based on risk.
Speak to parent/ carer - check-in.
Ask to speak to the child (where possible) - check-in.
Log on C-POMS

Step 2
Persist with phone calls
Schools should continue to make calls, use their local intelligence and attempt to seek contact through relatives, neighbours, their PCSO and other links within the community.
Log on C-POMS

Step 3
Refer to CSC
Contact allocated social worker for the family in the first instance.
If you don't get a response and have been unable to make any contact with a high a priority family for 3 days refer to:
CSC: 01274 431010
Log on C-POMS and continue to make contact

Step 4
Home Visit
Only in **exceptional** circumstances, where a highly vulnerable child and their family remain uncontactable should a home visit be considered.
Headteachers should take the decision as to whether a home visit is required.
Home visits should be conducted using the Trust safety guidance and staff should be first read the Trust homevists risk assessment
Log on C-POMS

Vulnerable children

- Children are defined as vulnerable if they have an allocated social worker or are in receipt of an EHCP and it is determined, following risk assessment, that their needs can be as safely or more safely met in the school. See *Appendix 1* for a copy of the Star Academies safeguarding risk assessment (vulnerable children) template.
- Vulnerable children should now be encouraged to attend school, where it is appropriate for them to.

- Other children may be considered as vulnerable if they are on the edge of the threshold for receiving other external agency support, have a targeted early help plan, or a SEND diagnosis/more complex SEND. DSLs and SENDCos will identify these children and offer provision and additional support as appropriate.
- The expectation is that children who have an allocated social worker will attend offered provision, unless they are self-isolating due to Coronavirus symptoms (either themselves or a family member), they, or a family member are shielding, or their social worker agrees that they are safe at home.
- If a child has an allocated social worker, and should be attending provision, the social worker will be informed on the same day if they do not attend.
- We will continually review the attendance of our most vulnerable learners with social workers and wherever it is safe for them to come to school, we will expect them to attend. All decisions not to attend are thoroughly risk assessed and constantly reviewed with social care.
- We will make adequate staffing adjustments and review transport arrangements to ensure there are no practical barriers to attendance.
- We will review registers daily and prioritise following up the absence of vulnerable children.
- As settings prepare for wider opening, they should continue to offer places to vulnerable children and young people and should look to bring back more children and young people with EHC plans in these target year groups. Their return should be informed by their risk assessments, to help educational settings and local authorities ensure that the right support is in place for them to come back.
- Children who are looked after (CLA) will be reviewed individually, we will work with social workers and carers to agree the safest and most stable way for them to access learning.
- If children with an allocated social worker are struggling to attend, a risk assessment with be carried out in conjunction with social care regarding transport.

Attendance

• Schools will agree in advance who is attending any offered provision.
• If students do not attend, this will be followed up on the same day by staff to find out why they have not attended.
• If a vulnerable child (who has an allocated social worker) does not attend, the social worker will be informed on the same day. This will also be followed up with parents to discuss reasons for non-attendance.

Staffing

• Any new staff will be in receipt of a remote induction from the home school DSL. This will be carried out by sharing training with the staff member and will include Trust Child Protection online training.
• All new staff members will be provided: a copy of the Trust Child Protection and Safeguarding Policy; any new local safeguarding arrangements; the current DSL arrangements and a CPOMS login and training. They should read Part 1 of KSCIE (2019) and sign electronically to confirm on Carval.
• Trust staff will only be used to support education and childcare during this time. Volunteers will not be working within the Trust schools.
• All staff newly employed will have had the same safeguarding and safer recruitment checks as any other staff member.
• If schools are interviewing for new staff during this time, they should follow Beckfoot Trust guidance for online recruitment during COVID-19.

Mental health provisions
- Beckfoot Trust recognise that negative experiences and distressing and sometimes traumatic life events, such as the current circumstances, can affect the mental health of children and their parents. Support will be offered by schools on a case by case basis. Where possible, provisions will still be offered from internal and external support/s via phone or email.
- Staff will need extra guidance in preparation for a wider reopening of school and the impact of the pandemic on children's mental health and wellbeing. This should include changes in behaviour and demeanour for those returning to school, and the mental health of those continuing to work from home.

Online safety for those attending school
- Whilst students are in school, they will continue to access the usual IT systems. Beckfoot Trust schools 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.

Online safety whilst learning at home
- Young people are particularly vulnerable to grooming and to accessing inappropriate material during this period and all Trust schools should have online safety information published prominently on their website for parents and learners; sending regular updates as needed. DSLs/School leaders should contact the police if there are any serious concerns raised.
- Online learning offered by schools during this time will follow the same procedures set out in the school's behaviour policy and addendum, and will be followed up in this way, including the acceptable use of technologies, staff pupil/student relationships and communication including the use of social media.
- Students will be offered an appropriate way of reporting any concerns whilst online, for example, a school email address.
- Students will be provided with advice and resources whilst working from home about staying safe online that are appropriate for their age group.
- Parents will be provided with guidance from the school around keeping their children safe online whilst working at home.
- Where peer-on-peer abuse between students may occur over the internet (through whatever channel), this may result in suspension / termination of access to systems until the incident has been investigated and dealt with. The DSL will oversee any incidents and ensure that any victim or perpetrator in school receives appropriate support.
- Where abuse of staff from students may occur online, this may result in suspension / termination of access to systems until the incident has been investigated and dealt with.
- Schools will only promote known and trusted educational platform/s.
- Further information regarding online safety whilst away from provision can be found in the Trust behaviour policy addendum. Staff and students should also read the Trust's Online Safety Policy.

Staff and Students and The Use of Technology for Online/ Virtual Safety

During Phase 2 of our COVID-19 Remote Education Strategy school leaders with their staff team have available a range of online learning and communication platforms to support the delivery of learning and to check on the welfare of pupils. All staff should understand how to follow safeguarding procedures when planning remote education strategies and teaching remotely during the coronavirus (COVID-19) outbreak:

- The use of technology does present risks, some of which are particular to this medium.
- Teachers must be aware that risk of allegation and also the misuse of any recording cannot be entirely eliminated, although it can be minimised by following very strict protocol.
- Any decision to use technology interactively must be thought through very carefully and there must be strict guidelines for staff, students and parents to follow.
- We recognise that not all our pupils have access to the appropriate technology and the work we provide is never solely reliant on technology.
- All platforms such as Teams or Zoom will be used with the permission of the Headteacher
- Any interaction with learners by email or by any online platform will be conducted with the same level of professional formality as would be expected in the classroom and as expressed in the Professional Conduct Policy.
- Use parents' or carers' email addresses or phone number to communicate with pupils, unless this poses a safeguarding risk. Use school accounts to communicate via email or online platform, never personal accounts.
- If staff members are accessing families contact details at home they should comply with the Data Protection Act 2018.
- Staff should contact students by phone in the same way that they may during usual working practices using 3CX. Where there is no work phone or Teams option, the member of staff should use the 'caller withheld' option.
- All phone calls should be logged on C-POMS and the parent/carer spoken to along with the child or young person.
- The DSL will ensure that students and parents are regularly reminded that online safety is paramount, and advice on how to safeguard is given and publicised on websites.
- 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 following the guidance in the Safeguarding and Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, and where there is immediate risk of serious harm, to the police.

The guidelines detailed below are to ensure the safety of staff and pupils and should be adhered to at all times. It is important that senior leaders in schools are aware of any live conferencing and live streaming of lessons that are taking place daily and these are logged for reference:

1. **Pre-recorded learning**
   - Where videos are provided, staff will follow the expected protocol for example, dress code followed, de-personalised space, neutral background, professional dialogue etc.
   - All video interaction if it is agreed to go ahead, must be recorded, data protection must be taken into account. If staff want to record something to send to pupils this should be a 'one-way street' e.g. a You Tube video, broadcasts, podcasts.

2. Online video conferencing

- Parental consent must be sought before any interactive video sessions are provided and parents will be informed that sessions will be recorded and for what purpose. We would advise parents to supervise sessions where possible. See *Appendix 1* for a copy of the parental email consent form.
- No beds / bedrooms should be visible. If pupils are learning at a desk in a bedroom ask pupil to point camera away from anything that identifies the room as a bedroom, e.g. an innocuous wall.
- All should use appropriate language and be dressed appropriately.
- Pupils should be given the option of audio only to protect privacy if they wish.
- Two members of staff should participate in the live conferencing so that safeguarding can be assured, **or** the conference call should be recorded.
- If the call is to be recorded specific consent must be sought from the pupil and the parent. This can be done by e-mail prior to the call. The e-mails should be retained. This only needs to be done once, but care needs to be taken to ensure that pupils are not included in a call without the prior consent. See *Appendix 1* for a copy of the email consent form.
- Consider the appropriate use of microphones and chat functions.
- There is a link to a poster that includes *20 safeguarding tips for livestreaming lessons* here

3. Online individual welfare call

- Any one-one sessions, for example pastoral care meetings or welfare meetings online should be conducted with **two** members of staff so that safeguarding can be assured, **or** the conference call should be recorded.
- If the call is to be recorded specific consent must be sought from the pupil and the parent. This can be done by e-mail prior to the call. The e-mails should be retained. This only needs to be done once, but care needs to be taken to ensure that pupils are not included in a call without the prior consent. See Appendix 2 for a copy of the email consent form.

Live Streaming (webinar) with e-mail only pupil interaction
- If live video and audio is being used, as with pre-recorded learning this should also be a 'one way street'.
- The session would normally be recorded for teaching and learning purposes and can be reviewed later.
- Pupils should not be on screen or audio.
- Questions are normally submitted by e-mail as with a webinar.
- In some schools music tutors are using technology and DSLs and Headteachers have in this situation reviewed the protocol.

Review and Adaptation
The Trust will keep the arrangements detailed in this addendum under review. Risk assessments for individual learners are to be monitored by relevant pastoral staff. Amendments to operational procedures will be made as required and will be clearly communicated to all staff, learners and parents. A thorough review of the addendum will be undertaken at each phase of re-opening, as the number of learners admitted to school alters.

Appendix 1: Parental Consent Form for Online Video Conferencing/Calls

Schools should explain the context of the planned online video conferencing and give details of expectations and when and how it will be used. The following text/wording could be forwarded via email, or alternatively using Survey Monkey. (Support is available from Kate Welsh on the use of Survey Monkey to collect and collate responses).

Dear Parent/Carer
'Please copy this statement into an e-mail, amend the highlighted sections appropriately and return to me before the planned first video call with your child. Of course, if you do not want your child to take part they do not have to attend the meeting(s):

General Data Protection Regulations

I have discussed the online conference call that school is planning to run with my child.

I give/do not give permission for the call, and future calls of a similar nature, to go ahead in line with Beckfoot Trust's Privacy Notice. I understand that the call will be recorded for safeguarding/future teaching purposes. (N.B. There is no need to sign or return the Privacy Notice - it is for information only).

Full Name of Pupil *name*

Form *xx*

Full Name of Parent/Guardian *name'*

For information only (please do not sign or return the Privacy Notice):

http://www.beckfoottrust.org/wp-content/uploads/2018/05/Trust-Parent-Student-Privacy-Notice-V1.pdf
⬚

Beckfoot Trust Student Privacy Notice
We share students' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment
www.beckfoottrust.org

NB. The e-mail should be sent to and returned from the parent's e-mail account. If that is not possible a text message, again from a parental phone number would suffice. Paper correspondence should be avoided if at all possible.

Appendix 2: STAR Academies Safeguarding Risk Assessment Template (vulnerable children)

Introduction

This risk assessment considers the needs of vulnerable pupils for safeguarding purposes to prepare for the wider reopening of schools.

The format allows for the identification and recording of pupils within each Risk Category to enable schools to identify the relevant mitigating actions that are required to be put in place to meet their needs.

Where relevant, schools should have input from all professionals involved when assessing individual risk to pupils and families.

The template risk assessment makes reference to a COVID-19 Individual Pupil Risk Assessment. This is included in the supplementary document Template health risk assessments (pupils and staff) and can be found here.

Guidance used within this document:
Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak

Coronavirus (COVID-19): safeguarding in schools, colleges and other providers

COVID-19: Safeguarding risk assessment (vulnerable pupils) – Taken from STAR Academies Toolkit

School name:	Click here to enter text.	Principal:	Click here to enter text.
Year group:	Click here to enter text.	Designated Safeguarding Lead:	Click here to enter text.

Completed by - name:	Click here to enter text.	Completed by – job title:	Click here to enter text.

Assessment date:	Click here to enter text.	Review interval:	Click here to enter text.	Date of next review:	Click or tap to enter a date.

Risk	Named pupils	Identified control measures	In place? (Yes/No)	Further action/comments
1. Pupils have suffered hard during the lockdown period. For example: • Domestic abuse • Physical, emotional, sexual abuse or neglect • Online abuse • Living with someone with a history of substance abuse	• Click here to enter text.	• Follow procedures outlined in the Child Protection and Safeguarding Policy when assessing the risks posed to pupils and their experience during the lockdown period. • Ensure all staff are vigilant to the signs of abuse and neglect. • Ensure where required, appropriate referrals are made to external agencies and pupils are supported through pastoral interventions. **Settings to add any site-specific arrangements** • Click here to enter text.	Choose an item.	• Click here to enter text.
2. Vulnerable pupils (identified in accordance with the DfE's **Supporting vulnerable children and young people during the coronavirus (COVID-19) outbreak)** did not engage with school during the lockdown period.	• Click here to enter text.	• Review the risk assessment that was put in place with the social worker and family to determine if the pupil should stay at home during the lockdown period. • Update the risk assessment to include agreed re-engagement strategies for return to school. • Address any matters where the pupil is subjected to stigma as a result of attending school during the lockdown period. **Settings to add any site-specific arrangements** • Click here to enter text.	Choose an item.	• Click here to enter text.
3. Pupils are no longer eligible for FSM. The pupil's entitlement has changed during the period of lockdown.	• Click here to enter text.	• Where necessary, continue to provide additional support, such as food parcels. • Review the frequency of this support at regular intervals. **Settings to add any site-specific arrangements** • Click here to enter text.	Choose an item.	• Click here to enter text.

Risk	Named pupils	Identified control measures	In place? (Yes/No)	Further action/comments
4. Families have been impacted financially through job loss, reduction in income, housing instability, increased food and power costs.	• Click here to enter text.	• There is access to designated staff for pupils to talk to someone about wellbeing/mental health. • Where necessary, continue to provide additional support, such as food parcels. • Review the frequency of this support at regular intervals. **Schools to add any additional measures** • Click here to enter text.	Choose an item.	• Click here to enter text.
5. Pupils related to family members working directly with COVID-19 patients, are worried about them being at risk.	• Click here to enter text.	• There is access to designated staff for pupils to talk to someone about wellbeing/mental health. **Schools to add any additional measures** • Click here to enter text.	Choose an item.	• Click here to enter text.
6. Pupils with SEND were unable to fully access learning during the lockdown period.	• Click here to enter text.	• Review the risk assessment that was put in place for the lockdown period with family and any other professionals involved. • Ensure all paperwork is up to date in a timely manner, including annual reviews and target reviews. • Put in place additional learning and emotional support that the pupil will need to reintegrate into school, including help to manage sensory issues and anxiety. • Where appropriate, ensure pupils have access to support from external agencies e.g. speech and language therapy. • Where social development has been impaired, create opportunities within the timetable to re-develop this skill set. **Schools to add any additional measures** • Click here to enter text.	Choose an item.	• Click here to enter text.
7. Pupils have suffered bereavement.	• Click here to enter text.	• There is access to designated staff for pupils to talk to someone about wellbeing/mental health. • Where required, arrange bereavement counselling sessions with a professional counsellor. **Schools to add any additional measures** • Click here to enter text.	Choose an item.	• Click here to enter text.
8. Pupils have been directly impacted by COVID-19, either through their own illness or their friends/family.	• Click here to enter text.	• There is access to designated staff for pupils to talk to someone about wellbeing/mental health. • Put additional support in place for pupils identified as young carers.	Choose an item.	• Click here to enter text.

Risk	Named pupils	Identified control measures	In place? (Yes/No)	Further action/comments
		Schools to add any additional measures		
		• Click here to enter text.		
9. Pupils categorised as 'Extremely Clinically Vulnerable' or 'Clinically Vulnerable' themselves; or have family members who are categorised as such cannot attend school.	• Click here to enter text.	• Current government guidance is being applied. • Pupils who are 'Clinically Vulnerable' will have a 'COVID-19 - Individual pupil risk assessment'. This will have been completed in liaison with the school nurse or medical professional involved with the child or family. • Ensure school has an updated medical register of pupils with underlying health conditions. • Where risks cannot be mitigated, pupil to continue to learn from home.	Choose an item.	• Click here to enter text.
		Schools to add any additional measures		
		• Click here to enter text.		
10. Pupils mental health has suffered due to increased anxiety during the lockdown period.	• Click here to enter text.	• Review the impact of support that has been given during the lockdown period. • Identify those who were receiving support before the lockdown period, and those who may require support following this, and ensure a plan is in place to support these pupils. • Implement resources shared for 'Keeping Mentally Healthy' and top tips for schools.	Choose an item.	• Click here to enter text.
		Schools to add any additional measures		
		• Click here to enter text.		
11. Pupils have experienced difficulties due to shared parental responsibility and living between two homes during the lockdown period.	• Click here to enter text.	• There is access to designated staff for pupils to talk to someone about wellbeing/mental health. • Arrange more formal counselling for any anxieties this may have caused. • Put in place additional learning support as required.	Choose an item.	• Click here to enter text.
		Schools to add any additional measures		
		• Click here to enter text.		