

COVID 19 Annex

Beckfoot Trust Child Protection and Safeguarding Policy Guidance

Version 5.0: 1 March 2021

On 22 February, the Government announced that all pupils in England should return to school from 8 March 2021. We are committed to complete reopening of our schools in line with the Government's intention, based on sound medical and scientific evidence that it is safe to do so. We want our children back in school so that we can support them more effectively from an academic, social and welfare perspective.

This annex was updated on 1 March 2021, and will be updated regularly in line with Local Authority and National guidance regarding the COVID-19 outbreak within the United Kingdom. This annex covers the full opening of schools for all pupils commencing on the 8 March 2021 for primary, special and early years settings and commencing the week beginning the 8 March for secondary schools. Further information can be found [here](#).

Links to relevant Government guidance and legislation

[Keeping children safe in education \(publishing.service.gov.uk\)](#)

[Additional operational guidance for special schools, special post-16 institutions and alternative provision \(publishing.service.gov.uk\)](#)

[Schools coronavirus \(COVID-19\) operational guidance \(publishing.service.gov.uk\)](#)

[Coronavirus \(COVID-19\): support for parents and carers to keep children safe online - GOV.UK \(www.gov.uk\)](#)

Links to Trust Policies:

Trust Child Protection and Safeguarding Policy V.5.0 (September 2020)

Trust Behaviour Policy Addendum V.3.0 (March 2021)

Trust Attendance Addendum V.5.1 (February 2021)

Scope of the annex

This annex to the policy seeks to clarify:

- practice around Child Protection and Safeguarding across Beckfoot Trust schools during the full opening of schools;
- the continued practice and support for those pupils who may need to access their education remotely, for all/some of the time for COVID related reasons;
- any updated advice received from the local 3 safeguarding partners;
- any updated advice received from local authorities regarding children with education, health and care EHCPs, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need;
- any specific safeguarding concerns that are specific to the current COVID-19 situation;
- what staff should do if they have any concerns about a child
- the continued importance of all staff acting immediately on any safeguarding concerns
- the role of the DSL and deputising 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 or 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 and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children
- how the updated policy links to the broader risk assessment to be conducted, described arrangements that are in place to keep children not physically attending the school safe, especially online and how concerns about these children should be progressed;
- how staff can keep themselves and pupils safe when delivering online learning (to meet the needs of pupils not able to attend school for COVID related reasons).

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 always. If a member of staff has a concern about a child, they should act immediately, following the procedures set out in the Trust Child Protection and Safeguarding Policy.

We are aware that some children may have found lockdown, the fear of Covid and the return to school stressful and we are building time into our curriculum for recovery and have processes in place to support children's emotional well-being and to respond to mental health related issues, including bereavement.

Designated Safeguarding Leads

- Our Designated Safeguarding Leads in school and central improvement team DSLs continue to work together to share best practice and expertise.
- In the absence of a DSL due to illness, the most senior member of the Senior Leadership Team (SLT) available will act as DSL. Centrally there will always be a trained DSL available for schools to contact for advice.
- Opportunities for safeguarding supervision, including opportunities for DSLs to discuss complex cases before making high-level decisions, should continue as normal.
- 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 Beckfoot Trust will ensure that there is a whole institution approach to safeguarding by ensuring:
 - there is always capacity within all schools 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;
 - that there are robust information sharing protocols in place with key stakeholders and external agencies where there is statutory involvement.
- The process for reporting any safeguarding concerns remains the same and all staff will record concerns on CPOMS and liaise directly with the DSL or DDSL if they have an urgent concern.
- In the case of an allegation against a member of staff, DSLs should make the usual referral to the Local Authority Designated Officer (LADO).

- continuous support is available from the Trust CIT Lead for Safeguarding and the COVID Operations groups

Trust Clinical Lead Practitioner (CLP)

- Our Trust Clinical Lead Practitioner is available to work alongside DSLs and SENDCOs to offer support to engage children and their families where there are concerns around the physical and mental health of children and young people and to encourage attendance on-site where it is agreed appropriate.

Attendance

Please refer to the Trust Attendance Addendum V.5.1.

Safeguarding pupils who are accessing learning from home

- Schools will regularly check on the welfare of pupils on roll who are accessing provision from home for Covid-related reasons.
- Systems will be in place that prioritise the needs of vulnerable pupils not attending school for first day calling and subsequent home visits where needed.
- All staff conducting home visits should follow procedures set out in the *Trust Home Visits Risk Assessment*.
- Any concerns highlighted during these checks should be reported to the DSL and recorded on C-POMS.
- Should the child and parent/carers be uncontactable a doorstep visit should be conducted as indicated above.
- All reasonable efforts should be taken to locate families. Following this schools should make a referral to MEST to report a child missing in education ([CME](#)).
- School and local PSCOs should be used to support enquiries.
- Concerns about the welfare of children and families in the home, staff should immediately report this to the DSL

Staffing

- All staff members will be provided with a copy of the *Trust Child Protection and Safeguarding Policy V.5.0*; any new local safeguarding arrangements; the current DSL arrangements and (for new staff) a CPOMS login and training/school referral procedure for logging a concern. They should read Part 1 of KSCIE (2020) and sign electronically to confirm on Civica.
- 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 and remotely, where children are not able to attend school.

- Schools should ensure that there is contact and support from a key member of staff for the vulnerable learners that are not accessing provision.
- Schools should have sources of support and information on mental health and well-being for pupils and parents prominent on their websites.

Supporting Vulnerable families

- Schools are responsible for the distribution of vouchers to families in receipt of free school meals and at the Headteachers discretion any other families who are experiencing severe financial hardship when children are not able to attend school for COVID-related reasons.
- School should endeavour, through their regular support for pupils, identify families who are struggling financially, including food shortage and payment of utility bills, and signpost families to support where it is needed. This could be, referral to food banks or other charity organisation or, in some cases, referral to Early Help.
- Other sources of wellbeing support, for families, students and for staff, should be prominently displayed on school websites. More information can be found [here](#).

Students with Covid Symptoms or positive Covid test results

- If a student develops symptoms whilst in school, their safety, wellbeing and dignity should continue to be prioritised at every stage whilst following Public Health England and Local Authority guidance.
- The student should be supervised and reassured, including when they are isolated and awaiting collection by an appropriate adult; this is especially pertinent with younger and / or SEND students.
- Information, including that being provided for Track and Trace procedures, should be shared in line with Public Health England and Local Authority guidance only and always in a sensitive and professional way.

Testing of Students in Secondary Schools

- LFD testing in Secondary schools will commence as a part of our wider re-opening and only for pupils for whom informed consent has been received.
- Children not accessing LFD testing will attend school as normal, going straight into lessons as directed.
- GDPR regulations are followed in the handling of all data.
- Where a child with a specific need cannot self-test, we will work with the family to support as necessary.
- Pupils who have given consent for testing will undergo three initial tests in school and will then be provided with home-testing kits. We will continue to record positive, negative and void results.

Local School Risk Assessment

- This policy addendum is further supported by each school's broader local risk assessment which identifies on-site risks and controls and adheres strictly to government and PHE guidance.

- There is an expectation that the system of controls will keep infection spread / Covid-19 cases to a low level and therefore keeping pupils and staff as safe as we can.

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 who are accessing learning at home; sending regular updates as needed. Updated guidance for parents on keeping children safe online can be found [here](#)
- School staff should report any concerns about the welfare of learners during live teaching to the DSL. DSLs/School leaders should contact the police if these are serious concerns.
- Online learning offered by schools to learners not able to attend school 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.
- Pupils will be offered an appropriate way of reporting any concerns whilst online, for example, a school email address.
- Pupils will be provided with advice and resources whilst working from home about staying safe online that are appropriate for their age group. Information to support this can be found [here](#).
- Where peer-on-peer abuse between students may occur over the internet (through whatever channel), this will be investigated and may result in suspension or 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 or 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 (For pupils who are accessing education at home)

- School leaders with their staff teams have available a range of online learning and communication platforms to support the delivery of learning for those pupils shielding, self-isolating or quarantining, 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 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 always be adhered to. 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:

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 considered. 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.

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 or blur the background.
- 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](#)

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.

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

- This addendum applies from 8 March 2021 for Trust schools. It will be in operation until further notice.
- 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 regular intervals and in response to tighter restrictions.
- There may again be circumstances where it is necessary for the school to close to some or all groups of pupils, i.e., where we are instructed to close by the DfE in the event of a localised Coronavirus outbreak. In the event of this, the provisions of this addendum will be suspended in part or whole for the duration of the school closure and will be guided the government's contingency framework. In all circumstances, and in all settings, priority should continue to be given to vulnerable children and young people and children of critical workers to attend full time.

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 The Trust Data and Research Manager, 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 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 refers 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

[Guide for Full Opening: Schools](#)

[COVID-19: guidance on supporting children and young people's mental health and wellbeing](#)

[Safeguarding and remote education during coronavirus \(COVID-19\)](#)

[Coronavirus \(COVID-19\) support for parents and carers to keep children safe online](#)

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

School name:	Click here to enter text.
Year group:	Click here to enter text.

Principal:	Click here to enter text.
Designated Safeguarding Lead:	Click here to enter text.

Completed by - name:	Click here to enter text.
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Completed by – job title:	Click here to enter text.
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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.
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Risk	Named pupils	Identified control measures	In place? (Yes/No)	Further action/comments
1. Pupils have suffered hard during the lockdown period. For example: <ul style="list-style-type: none"> Domestic abuse Physical, emotional, sexual abuse or neglect Online abuse Living with someone with a history of substance abuse 	<ul style="list-style-type: none"> Click here to enter text. 	<ul style="list-style-type: none"> 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. <p>Settings to add any site-specific arrangements</p> <ul style="list-style-type: none"> Click here to enter text. 	Choose an item.	<ul style="list-style-type: none"> Click here to enter text.
2. Vulnerable pupils did not engage with school during the lockdown period.	<ul style="list-style-type: none"> Click here to enter text. 	<ul style="list-style-type: none"> 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. <p>Settings to add any site-specific arrangements</p> <ul style="list-style-type: none"> Click here to enter text. 	Choose an item.	<ul style="list-style-type: none"> Click here to enter text.
3. Pupils are no longer eligible for FSM. The pupil's entitlement has changed during the period of lockdown.	<ul style="list-style-type: none"> Click here to enter text. 	<ul style="list-style-type: none"> Where necessary, continue to provide additional support, such as food parcels. Review the frequency of this support at regular intervals. <p>Settings to add any site-specific arrangements</p> <ul style="list-style-type: none"> Click here to enter text. 	Choose an item.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Click here to enter text. 	<ul style="list-style-type: none"> 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. <p>Schools to add any additional measures</p> <ul style="list-style-type: none"> Click here to enter text. 	Choose an item.	<ul style="list-style-type: none"> Click here to enter text.
5. Pupils related to family members working directly with COVID-19 patients, are worried about them being at risk.	<ul style="list-style-type: none"> Click here to enter text. 	<ul style="list-style-type: none"> There is access to designated staff for pupils to talk to someone about wellbeing/mental health. <p>Schools to add any additional measures</p> <ul style="list-style-type: none"> Click here to enter text. 	Choose an item.	<ul style="list-style-type: none"> Click here to enter text.
6. Pupils with SEND were unable to fully access learning during the lockdown period.	<ul style="list-style-type: none"> Click here to enter text. 	<ul style="list-style-type: none"> 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. <p>Schools to add any additional measures</p> <ul style="list-style-type: none"> Click here to enter text. 	Choose an item.	<ul style="list-style-type: none"> Click here to enter text.
7. Pupils have suffered bereavement.	<ul style="list-style-type: none"> Click here to enter text. 	<ul style="list-style-type: none"> 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. <p>Schools to add any additional measures</p> <ul style="list-style-type: none"> Click here to enter text. 	Choose an item.	<ul style="list-style-type: none"> Click here to enter text.
8. Pupils have been directly impacted by COVID-19, either through their own illness or their friends/family.	<ul style="list-style-type: none"> Click here to enter text. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Click here to enter text.

Risk	Named pupils	Identified control measures	In place? (Yes/No)	Further action/comments
		Schools to add any additional measures <ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Click here to enter text. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Click here to enter text.
		Schools to add any additional measures <ul style="list-style-type: none"> Click here to enter text. 		
10. Pupils mental health has suffered due to increased anxiety during the lockdown period.	<ul style="list-style-type: none"> Click here to enter text. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Click here to enter text.
		Schools to add any additional measures <ul style="list-style-type: none"> Click here to enter text. 		
11. Pupils have experienced difficulties due to shared parental responsibility and living between two homes during the lockdown period.	<ul style="list-style-type: none"> Click here to enter text. 	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> Click here to enter text.
		Schools to add any additional measures <ul style="list-style-type: none"> Click here to enter text. 		