

Child protection and safeguarding: COVID-19 addendum

Wadebridge School



Contents

Important contacts	2
1. Scope and definitions	2
2. Core safeguarding principles	3
3. Reporting concerns.....	3
4. Working with other agencies	3
5. Monitoring attendance	4
6. Peer-on-peer abuse	4
7. Concerns about a staff member, supply teacher or volunteer.....	4
8. Contact plans	4
9. Safeguarding all children	5
10. Online safety	5
11. Mental health	6
12. Staff and volunteer recruitment	6
13. Safeguarding induction and training	6
14. Monitoring arrangements.....	7
15. Links with other policies.....	7

Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding leads (DSLs)	Lee Bateman (AHT) Tina Yardley (Headteacher)	lbateman@wadebridge.cornwall.sch.uk tyardley@wadebridge.cornwall.sch.uk 01208 812881
Headteacher	Tina Yardley	tyardley@wadebridge.cornwall.sch.uk 01208 812881
Local authority designated officer (LADO)	Karen Walker	LADO@cornwall.gov.uk
Chair of governors	Ian Thurtle	IThurtle@wadebridge.cornwall.sch.uk

1. Scope and definitions

This addendum applies from the start of the spring term 2021. It reflects the latest advice from Our Safeguarding Children Partnership for Cornwall and the Isles of Scilly (OSCP) and Cornwall local authority.

It sets out changes to our normal child protection policy in light of coronavirus and the national lockdown currently in place, and should be read in conjunction with that policy. Unless covered here, our normal child protection policy continues to apply.

This addendum is subject to change, in response to any new or updated guidance the government or our local safeguarding partners may publish. We will keep it under review as set out in section 15 below.

In this addendum, where we refer to measures to protect pupils who are at home, this means those who are learning at home for reasons to do with coronavirus – for example, due to the attendance restrictions during national lockdown, or if they need to self-isolate when they would otherwise still be attending.

In this addendum, where we refer to vulnerable children, we use the DfE's definition as stated below: ([list of vulnerable children who can access schools or educational settings](#)).

- Are assessed as being in need, including children:
 - With a child protection plan
 - With a child in need plan
 - Looked after by the local authority
- Have an education, health and care (EHC) plan
- Have been identified as otherwise vulnerable by our school or LA, for example those who are:
 - On the edge of receiving support from children's social care services or in the process of being referred
 - Adopted or on a special guardianship order
 - At risk of becoming NEET ('not in employment, education or training')
 - Living in temporary accommodation
 - Young carers
 - Care leavers
 - Facing difficulty engaging with remote education at home (for example, due to a lack of devices or quiet space to study)
 - In need of support for their mental health

2. Core safeguarding principles

We will follow the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

We will always have regard for these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should act on it immediately
- A designated safeguarding lead (DSL) will be available at all times
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are learning remotely

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children at school and those at home.

If staff are working from home they must continue to share concerns in the same way they would do when working in school. This can either be by phoning the school on 01208 812881 or emailing the Student Support Team: studentsupportteam@wadebridge.cornwall.sch.uk.

If there is an **immediate concern about a child or their family** then staff must contact one of the DSLs as stated above.

4. Working with other agencies

We will continue to work with children's social care, with virtual school heads for looked-after and previously looked-after children, and with any other relevant safeguarding and welfare partners, to help keep children safe.

We will continue to update this addendum where necessary, to reflect any updated guidance from the DfE, Our Safeguarding Children Partnership for Cornwall and the Isles of Scilly (OSCP) and Cornwall local authority.

5. Monitoring attendance

We will continue to take our daily attendance register. We will follow guidance from the Department for Education (DfE) on how to record attendance (including for pupils learning remotely) and what data to submit. This includes daily attendance reporting to the DfE and weekly reporting to the local authority on vulnerable pupils.

During the national lockdown, only vulnerable children and children of critical workers will attend school in person. Where any child we expect to attend school doesn't attend, or stops attending, we will:

- Follow up on their absence with their parents or carers, by using our usual Group Call absence procedures (via text and email message).
- Notify their social worker, where they have one

Where pupils are attending live lessons via TEAMS or completing work set through Class Charts, staff will record their attendance/engagement with a 'Engaged in Learning' positive point in each lesson, which is reported instantly to pupils and parents via the Class Charts App. This 'Engaged in Learning' will be monitored by the attendance office daily and any pupils not receiving a positive for 'Engaged in Learning' by 11am will be followed up using our Group Call daily absence procedures (via text/email), with parents being asked to give a reason for this non-engagement. Key Stage Teams will also monitor attendance on a weekly basis, with tutors making direct contact with home for any pupils who are demonstrating either low or zero attendance/engagement, as well as providing praise for those with high levels of engagement.

6. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

7. Concerns about a staff member, supply teacher or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/supply teachers/volunteers working on site or remotely.

The headteacher and/or chair of governors will coordinate any necessary investigations into allegations made against staff. All concerns will be raised with the local area designated officer (LADO).

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance.

8. Contact plans

Plans are in place for contact with all children with an EHCP, social worker, and other children who we have safeguarding concerns about, for circumstances where the child is at home. These are described below:

We use trackable spreadsheets to monitor the contact made with all Disadvantaged pupils on a fortnightly basis.

My Concern is used to record contact for any pupil where there are specific safeguarding concerns or ongoing support from external agencies.

Our Education Welfare Officer (EWO) – Lisa Harrison is making contact either by phone, email or by home visits where there are specific concerns raised by either the KS Team or Student Support Team.

All pupils with an EHCP have a live Risk Assessment in place, and receive daily contact either through support in lessons, via email or by live meetings in TEAMS.

Tutors host 'live' tutor times daily for all pupils to attend via TEAMS, and following up non-engagement on a weekly basis, recording this on the Key Stage contact spreadsheets.

All pupils follow their normal 'published' timetable i.e. tutor time plus 5 lessons to help maintain routine throughout each day. Contact will be made during these lessons either through a live TEAMS lesson or teachers providing remote support for work set through Class Charts via email.

9. Safeguarding all children

9.1 All children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns. They will act on concerns immediately in line with the procedures set out in section 3 above.

9.2 Children at home

The school will maintain regular contact with children who are at home. Staff will try to speak directly to parents and or children at home to help identify any concerns. They will use school phones and devices to make calls home.

Staff will look out for signs like:

- Not completing assigned work or logging on to school systems e.g. Class Charts
- No contact from children or families
- Changes in engagement levels, e.g. seeming more disengaged during any tutor check-ins or live lessons via TEAMS

10. Online safety

10.1 In school

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

10.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff code of conduct, e-safety policy and IT acceptable use policy.

Staff should also refer specifically to our Remote Learning Policy with regards to supporting pupils with learning from home. Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have when working from home, and signpost them to other sources of support too.

10.3 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, where relevant, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

11. Mental health

The school recognises the increased risks posed to pupil's mental health and wellbeing during this time and have therefore accelerated the planned roll out of Mental Health First Aid training to staff, with a target of over 100 staff to be trained in the two-day programme by the end of February 2021 due to be reached.

If any pupil, parent or carer has concerns about mental health and wellbeing, they should contact the pupils tutor in the first instance.

11.1 Children in school

Staff and volunteers will be aware of the possible effects that this period may have on pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or signs of attachment, to help identify where support may be needed.

The school Student Support Team is available to support pupils in school during this time.

11.2 Children at home

Where possible, we will continue to offer our support for mental health for all pupils. This will include live tutor times, on-going delivery of our RSHE curriculum and remote support involving a member of our student support team where appropriate. We will also be maintaining good contact with all pupils through daily tutor check-ins.

We will also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

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

Staff and volunteers will be alert to mental health concerns in children who are at home, and act on these immediately, following our reporting procedures as set out in section 3 of this addendum.

12. Staff and volunteer recruitment

We continue to recognise the importance of robust safer recruitment procedures, so that staff and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

When carrying out DBS checks and right to work checks, we will follow the latest guidance from the DBS, Home Office and Immigration Enforcement as appropriate (for example, with regards to the process for verifying documents). We will inform candidates about the intended process as soon as reasonably practicable.

We will continue to do our usual checks on new volunteers, and undertake risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 183-188 of Keeping Children Safe in Education.

13. Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive a safeguarding induction in line with the expectations of Keeping Children Safe in Education.

14. Monitoring arrangements

This policy will be reviewed as guidance from the Department for Education is updated, along with further updates from Our Safeguarding Children Partnership for Cornwall and the Isles of Scilly (OSCP) and Cornwall local authority.

15. Links with other policies

This policy links to the following policies and procedures:

- Child Protection and Safeguarding policy
- Staff Code of Conduct
- IT Acceptable Use policy
- Health and Safety policy
- E-Safety policy
- Teaching and Learning policy
- Mental Health policy