

Addendum to Safeguarding Policy

Summary of any key COVID-19 related safeguarding and child protection changes.

Introduction

In these very difficult and unprecedented times, safeguarding is still at the heart of our policy and practice at Noel-Baker Academy. The Academy fully recognises the contribution it can make to protect children and support all pupils amid the Coronavirus epidemic. The aim of this addendum to our Safeguarding Policy is to safeguard and promote our pupils' welfare, safety and health while they are not in school and are learning remotely. The pupils' welfare is of paramount importance, particularly as academies within the Trust navigate the challenges of remote learning combined with the safeguarding of all pupils.

At Noel-Baker Academy, despite the current challenges we face, it is still our policy to listen to our pupils, take our pupils' health and welfare seriously, and to act with urgency to prevent harm and to keep them safe. Our processes for contacting pupils are outlined in Appendix 5 below.

'Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their families and carers have a role to play in safeguarding children. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centered. This means that they should consider at all times, what is in the best interests of the child.'

KCSIE 2019 - Keeping Children Safe in Education still forms the basis for our Safeguarding Policy. The statutory guidance still applies even though the vast majority of our pupils are not in the Academy full time.

Author/s of addendum: Becky Hyder, Kate Richardson

Addendum approved by:

Name	Role	Date
Ann Donaghy	Head Teacher	22/04/2020

Date addendum published and implemented:	30/03/2020
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Addendum review dates and changes

Review date	By whom	Summary of changes made	Date Implemented
20/4/2020	Kate Richardson	Brought addendum in line with DDSCP guidance and template addendum	22/04/2020

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Key contacts during Covid 19 arrangements

Role	Name	Contact details
Head Teacher/Principal	Ann Donaghy	Tel: 01332 572026 Head Teacher@noelbakerAcademy.co.uk
Deputy Head Teacher/Designated Safeguarding Lead (DSL)	Kate Richardson	Tel: 01332 572026 krichardson@noelbakerAcademy.co.uk
Deputy DSL(s)	Olivia Pett	Tel: 01332 572026 opett@noelbakerAcademy.co.uk
Pastoral Lead Year 11	Alistair Lumber	07458 079586
Pastoral Lead Year 10	Lucy Southern	07458 080698
Pastoral Lead Year 9	Phil McDonagh	07458 080696
Pastoral Lead Year 8	Diana Scott	07458 080697
Pastoral Lead Year 7	Michelle Morgan	07458 080695
Assistant Head Teacher/Child at Risk of Exploitation (CRE) Champion	Mark Taylor	Tel: 01332 572026 mtaylor@noelbakerAcademy.co.uk
Assistant Head Teacher/SENDCo/Mental Health Champion	Sarah Leach	Tel: 01332 572026 sbrown@noelbakerAcademy.co.uk
Deputy Head Teacher	Simon Leach	Tel: 01332 572026 sleach@noelbakerAcademy.co.uk
Assistant Head Teacher	Clare Pedlar	Tel: 01332 572026 cpedlar@noelbakerAcademy.co.uk
Assistant Head Teacher	Sarah Howard	Tel: 01332 572026 showard@noelbakerAcademy.co.uk
Business Manager	Mat Tarrant	Tel: 01332 572026 mtarrant@noelbakerAcademy.co.uk
Chair of Governors/Trustees	Kendrick White	Tel: 01332 572026 Email via Head's PA jbailey@noelbakerAcademy.co.uk
Designated Governor/Trustee:	Kendrick White	Tel: 01332 572026 Email via Head's PA jbailey@noelbakerAcademy.co.uk
Trust DSLs	Neil Spencelayh Jan Connor	0115 8225440 neil.spencelayh@leadAcademytrust.co.uk jan.connor@leadAcademytrust.co.uk

Role	Name	Contact details
Trust Safeguarding Compliance officer	Becky Hyder	0115 8225440 rebeccaHyder@leadAcademytrust.co.uk

All DSLs with mobile numbers are contactable in school working hours and there is always a member of the Senior Leadership Team available on site, in school, during opening hours.

Note: Contact details for all other key safeguarding agencies are as referenced in the Academy safeguarding/child protection policy. This includes referrals to Local Authority early help services, children's social care and the Local Authority designated officer (LADO).

1. 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.

Schools and all childcare providers were also asked to provide care for a limited number of children - children who are vulnerable, as well as those children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

The Academy acknowledges the importance of remaining a safe place for children however the fewer children making the journey to school, and the fewer children in educational settings, will protect the NHS and save lives by reducing the risks of spreading the virus.

This addendum of the Academy Safeguarding/Child Protection policy contains details of our individual safeguarding arrangements during our continued opening/school closure.

2. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our local safeguarding partners Derby and Derbyshire Safeguarding Children Partnership (Derby County Council, Derby City Council, Derby and Derbyshire Clinical Commissioning Group, Tameside and Glossop Clinical Commissioning Group and Derbyshire Constabulary).

It sets out changes to our normal safeguarding/child protection policy in light of the Department for Education's guidance collection for [Coronavirus \(COVID-19\): guidance for schools and other educational settings](#), and specifically [Coronavirus: safeguarding in schools, colleges and other providers](#).

Our Commitment During COVID 19

Noel-Baker Academy and L.E.A.D. Academy Trust's commitment to safeguarding includes:

- ensuring all staff, visitors and volunteers in our Academy understand their responsibility to safeguard pupils, particularly in this crisis where revised procedures may be in operation;
- having in place relevant safeguarding arrangements which are designed to take account of all possible safeguarding issues and any unusual or unforeseen concerns which could be raised during the COVID 19 situation;
- ensuring all safeguarding concerns are investigated and acted upon, and an immediate risk assessment is undertaken to keep pupils safe;
- continuing to adhere to safe recruitment practices;
- having appropriate arrangements in place to ensure we continue to work closely with other agencies and share information with other professionals in line with statutory requirements, whilst adhering to Government guidance on social distancing and safe working;

- taking account of any revised Derby City LA procedures and practices established by the Safeguarding Partnership, complying with any requests from that body in a timely manner;
- having a culture in our Academy of listening to children and taking account of their wishes and feelings by keeping regular, appropriate contact with pupils through our systems of communication;
- providing appropriate support for staff;
- maintaining clear policies for dealing with allegations against people who work with children;
- maintaining clear whistleblowing procedures;
- having a designated teacher to support children who are looked after, those who are post care and pupils who are adopted to ensure we to keep these pupils safe, liaising with the virtual school Head Teacher as necessary;
- having in place appropriate safeguarding responses to children who fail to attend when expected, and those who go missing from education;
- fulfilling all statutory responsibilities in respect of safeguarding and promoting the welfare of children.

COVID 19 Specific Safeguarding Roles and Responsibilities of Staff

Role	Responsibility
Local Authority	<ul style="list-style-type: none"> • Ensure children of critical workers and vulnerable children can, where required, attend our Academy. • Maintain effective safeguarding and child protection services in this challenging time to ensure schools and colleges can access the support they need.
Lead Academy Trust DSL and Safeguarding Compliance Officer	<ul style="list-style-type: none"> • Act as a point of contact for all academies within the Trust for any safeguarding related issues, circumstances or concerns. • Make sure that all academies are up to date with the latest guidance from the DfE / Government.
Safeguarding Governor	<ul style="list-style-type: none"> • Has an overview of the revised addendum and procedures.
Head Teacher	<ul style="list-style-type: none"> • Has overall responsibility for all pupils on roll at the school, ensuring that all staff are aware of their responsibilities. • Make sure that all staff and the safeguarding Governor are aware of, have seen and understood the revised addendum. • Has made sure that all staff are aware of the revised arrangements. • Ensuring that all emergency contact numbers and details are kept up to date. • Ensuring safeguarding induction procedures are still in place for any new member of staff or staff relocating to the Academy during this time. • Ensuring that the Senior Leadership team has a plan for how bereavements may be handled, including obtaining any support services (see charity websites, for example, Winston's Wish, Grief Encounter, Childhood Bereavement Network or Hope Encounter).

	<ul style="list-style-type: none"> • Being mindful of peer on peer abuse. Given the very different circumstances, a revised process will need to in place for supporting pupils to report peer on peer abuse. Head Teachers will need to ensure they manage any report of such abuse and supporting victims (see Appendix 5). • Ensure that welfare calls and checks are conducted as per Trust guidance (Appendix 2). • Mental health – ensure that staff are aware of the EAP (Education Assistance Programme) which continues to offer support for all staff.
DSL	<ul style="list-style-type: none"> • Fulfil their role as per their DSL job description. • Maintain up to date lists of vulnerable pupils. • Is on site or available by phone or via video link during school hours. • Knows how to contact ‘front door’ / social care services. • Knows how to contact individual social workers. • Knows who the LA Virtual School Head Teacher is and how to contact them. • Maintains safeguarding induction procedures so that any new member of staff or staff relocating to the Academy during this time are up to date with the school’s safeguarding procedures and practice. • Ensures each vulnerable pupil has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details. For Looked After Children, the name of the relevant Virtual School Head. Kept in a folder and locked away in a secure place. • Knows how to raise any safeguarding issues that may arise during any online learning (Contact Head Teacher and LEAD IT). • Ensures that SLT has a plan for how to manage bereavements and how they may be handled, including obtaining any support services (see charity websites, for example, Winston’s Wish, Grief Encounter, Childhood Bereavement Network or Hope Encounter). • Ensures peer on peer abuse is considered as a priority - given the very different circumstances, a revised process will need to be required for managing any report of such abuse and supporting victims. (See Appendix 5). • Ensure that links to mental health services for pupils are on the school website. • Ensure that safe and well calls are made to children who are vulnerable in regards to their mental health • Ensure all relevant risk assessments are in place for all non-attending vulnerable pupils and that these are reviewed each week.

All other teaching staff	<ul style="list-style-type: none"> • Have read and understood the updated addendum to the Safeguarding Policy. • Are aware that there may be an impact of the mental health of pupils, parents and staff or volunteers, and know what support may be available. • Know how to raise any safeguarding issues that may arise during any online learning (Contact DSL and LEAD IT). • Be vigilant to signs of peer on peer abuse and how it may manifest given the current circumstances and know how to report any concerns.
All other non - teaching staff	<ul style="list-style-type: none"> • Have read and understood the updated addendum. • Are aware that there may be an impact of the mental health of pupils, parents and staff or volunteers; and what support may be available. • Know how to raise any safeguarding issues that may arise during any online learning (Contact DSL and LEAD IT). • Be vigilant to signs of peer on peer abuse and how it may manifest given the current circumstances and know how to report any concerns.

Vulnerable Children

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) [Coronavirus \(COVID-19\): guidance on vulnerable children and young people](#) defines 'vulnerable children' as those who:

- a. Have a social worker, this includes children who:
 - Have a child protection plan
 - Are looked after by the Local Authority.
 - Have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989
- b. Children and young people up to the age of 25 with education, health and care (EHC) plans.

Those with an EHC plan will be risk-assessed by the Academy in consultation with the Local Authority (LA) and parents, to decide whether they need to continue to be offered an Academy 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.

The 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 Sarah Leach.

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/carer does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and the Academy will explore the reasons for this directly with the parent/carer.

Where parents are concerned about the risk of the child contracting COVID19, the Academy or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England. If in consultation with the child's social worker and family, it is agreed attending school is not in the best interests of the child a risk assessment will be completed for all vulnerable pupils and children with EHCPs (a copy to be held in the Academy and one with the relevant agency ie. social care or SEND department.) **See Appendix 3 and 4.**

The Academy will encourage our vulnerable children and young people to attend school, including remotely if needed.

Support for children who aren't 'vulnerable' but where we have concerns

Senior Leaders, especially the Designated Safeguarding Lead (and Deputy) know who our most vulnerable children are. They also have the flexibility to offer a place to those who don't meet the Department for Education's definition of 'vulnerable' but where the Academy has concerns. For example, children who are receiving support through early help processes, on the edge of receiving children's social care support or those who have had recent social worker involvement.

If these children will not be attending school, we will put a contact plan in place, as explained in section 8 below.

3. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#) and relevant Government coronavirus guidance such as [Coronavirus: safeguarding in schools, colleges and other providers](#) to ensure we keep children safe.

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must always continue to come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or Deputy should be available at all times (see section 4 for details of our arrangements)
- It is essential that unsuitable people are not allowed to enter the children's/education workforce and/or gain access to children
- Children should continue to be protected when they are online

The Academy will, as far as is reasonably possible, take a whole institution approach to safeguarding. This will allow us to ensure that any new policies and processes in response to COVID-19 are not weakening our approach to safeguarding or undermining their child protection policy.

4. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child or the behaviour of a member of staff or volunteer immediately.

It is still vitally important to do this.

Concerns should still be logged via MyConcern or by contacting a DSL directly, in line with normal safeguarding procedures.

All staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

5. Designated Safeguarding Lead (and Deputy) arrangements

We aim to have a trained DSL or Deputy DSL on site wherever possible.

Details of all important contacts are listed in the 'Important contacts' section on the second page of this addendum.

- If our DSL (or Deputy) can't be in school, arrangements will be made to contact them remotely. See Important Contacts on page 3.
- We will keep all school staff and volunteers informed by email or telephone as to who will be the DSL (or Deputy) on any given day, and how to contact them.
- We will ensure that DSLs (and Deputies), wherever their location, know who the most vulnerable children in our school are.
- On occasions where the named DSL or Deputy are not on site, a DSL trained Senior Leader will take responsibility for co-ordinating safeguarding. Their contact details are located in Important Contacts, page 3.
- The Senior Leader will be responsible for liaising with the off-site DSL (or Deputy) to make sure they (the Senior Leader) can:
 - Identify the most vulnerable children in school.
 - Update and manage access to child protection files, where necessary.
 - Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments.
 - Follow up any other unexpected absences.

The Academy acknowledges that opportunities for DSL training are very unlikely to take place during this period; the DDSCP safeguarding face to face training events have been cancelled up until the end of May (this will be subject to review). However the option of online training will be explored, there are some e-learning opportunities and podcasts on the DDSCP website [training pages](#).

As outlined in the DFE guidance Coronavirus (COVID-19): safeguarding in schools, colleges and other providers 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.

Our Academy like others nationwide faces unique challenges at this time. Where reasonably possible, the DSL (or Deputy) will consider these in a child protection context and reflect them in the child protection policy and practice as appropriate.

6. Working with other agencies

We will continue to work with children's social care and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our local safeguarding partners
- The Local Authority about 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

The following guidance is currently in place:

Multi-agency safeguarding meetings (updated information published on 25/03/2020)

As from the 23rd March, all meetings (for example Looked After Reviews, Child Protection Conferences, Children in Need Reviews) will take place virtually and no face to face conference / meetings will take place at the Kedleston Road site.

All attendees of meetings will be notified of how they will contribute the meeting and the Academy will take steps to ensure that they are able to comply with these arrangements.

As there will be delays in circulating minutes, the Academy representative will take notes of recommended actions.

For these statutory meetings to go ahead it is equally important that all professionals and especially the allocated social workers provide updated reports- care plans and review of arrangements - to these meetings. The Academy will ensure this is a priority. All reports will be emailed to the Chairs / IRO in the normal way in 'good time' for the meeting to be purposeful.

Early Help (please note this is due to be published in the next few days)

Local Authority Early Help Teams are currently supporting Children's Social Care colleagues in the city to ensure our most vulnerable children and young people are kept safe. In order to do this, they have paused the Team around the Family (TAF) process and are managing early help caseloads loads by telephone. Face to Face contact with families will only be to manage a crisis.

All 16 -17 year old Child in Need (CIN) young people in supported accommodation will receive weekly telephone contact as visits as deemed necessary.

Should there be a need, our priority is to support new Child in Need cases (section 17) and Integrated Disabled Children's Services (IDCS) short break service.

Please be reassured we are still considering early help assessments at Vulnerable Children Meetings (VCM) which will be virtual. All families will receive some contact.

All children reported missing will be managed according to the Missing Protocol (see document library, protocols section). In most cases via telephone return interviews, those missing over 72 hours will be subject to a Virtual Strategy Discussion following current processes.

7. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

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

To support the above, the 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, is absent or discontinues, the Academy will notify their social worker.

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

8. Safeguarding for children not attending school

Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carers and social worker, if relevant, have decided together that this wouldn't be in the child's best interests);
or
- They would usually attend but have to self-isolate.

These plans set out:

- How often the school will make contact.
- Which staff member(s) will make contact.
- How they will make contact.

We have agreed these plans with Children's Social Care where relevant, and will review them fortnightly.

If we can't make contact, we will contact Children's Social Care or, if it is felt necessary, the police.

If it is felt that there is an immediate danger to a child, then the police should be called using 999

9. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information. Wherever possible, our DSL (or Deputy) and/or Special Educational Needs Co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them.
- The child's EHC plan, child in need plan, child protection plan or personal education plan.
- Details of the child's Social Worker.
- Details of the virtual school Head.
- Where the DSL, Deputy or SENCO can't share this information, the Senior Leader(s) identified in Key contacts will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

10. Safeguarding 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 learners' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 12 below).

11. Peer on peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education, [Sexual violence and sexual harassment between children in schools and colleges guidance](#) and local [multi-agency safeguarding children procedures](#), in particular [Children who Present a Risk of Harm to Others](#) as well as those outlined within of our Academy Child

Protection/Safeguarding Policy when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately.

The Academy recognises that during the partial closure/closure a revised process may be required for managing any report of such abuse and supporting victims.

The school will listen and work with the young person, the alleged perpetrator, parents/carers and any multi-agency partner required to ensure the safety and security of the young person and that of the alleged perpetrator.

Concerns and actions must be recorded on MyConcern and appropriate referrals made.

12. Online Safety

In school

We will continue to have appropriate filtering and monitoring systems in place in school. Where students are using computers in school, appropriate supervision will be in place.

There is a high priority placed on this aspect while the vast majority of our pupils are at home. Some pupils will more than likely be accessing increased 'screen time'. At Noel-Baker Academy we will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the Academy's IT systems, or on recommended resources. Noel-Baker Academy will work closely with LEAD IT to maintain safe IT arrangements. We will ensure that all online and remote learning tools are GDPR and statutorily compliant.

We always consider the safety of the children when they are asked to work online. The starting point for online teaching follows the same principles as set out in our 'Code of Conduct' policy. This policy includes acceptable use of technologies, staff pupil/student relationships, and communication, including the use of social media. The policy applies equally to any existing or new online and distance learning arrangements which we are introducing.

An essential part of the online process we will be ensure children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online.

We will ensure that pupils, parents and staff have access to support and advice in making sure that online and remote learning is done in a safe way which minimises the risks to all.

As we are in regular contact with parents and carers via email and our information posts on social media, we will use those communications to reinforce the importance of children being safe online. It is especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access, and be clear who from the school (if anyone) their child is going to be interacting with online.

At Noel-Baker Academy we realise that some parents may choose to supplement our online offer with support from online companies and, in some cases, individual tutors. In our communications with parents and carers we will emphasise the importance of securing online

support from a reputable organization / individual who can provide evidence that they are safe and can be trusted to have access to children.

Outside school

Where staff are interacting with children online, they will continue to follow our existing code of conduct (*amend as applicable*).

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 as per the Child Protection/Safeguarding Policy and where appropriate referrals should still be made to Children's Social Care and as required, the police.

Online teaching should follow the same principles as set out in the staff Code of Conduct Policy and the Behaviour Policy.

The Academy will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

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 back to our school/college, and signpost them to other sources of support too.

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, 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 remote teaching and resources our school provides.
- Know where else they can go for support to keep their children safe online.

13. Mental health and well-being

Where possible, we will continue to offer our current support for learner mental health and wellbeing for all of our learners.

We will also signpost all learner, parents and staff to other resources to support good mental health at this time, including guidance

When setting expectations for pupils/students 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 and well-being.

Supporting children not in school

The Academy is committed to ensuring the safety and wellbeing of all its children and young people.

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 should ensure that a robust contact plan and risk assessment is in place for that child or young person.

Details of this plan must be recorded on MyConcern, as should a record of contacts that have been made.

The contact plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

The Academy and its DSL will work closely with all stakeholders to maximise the effectiveness of any contact plan.

This plan and risk assessments must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The Academy will share safeguarding messages on its website and social media pages.

The Academy recognises that education 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 the Academy need to be aware of this in setting expectations of learners' work where they are at home.

The 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. This will be bespoke to each child and recorded on MyConcern.

Supporting children in school

The Academy is committed to ensuring the safety and wellbeing of all its students.

The Academy will continue to be a safe space for all children to attend and flourish. The Head Teacher will ensure that appropriate staff are on site and staff to learner ratio numbers are appropriate, to maximise safety.

The Academy 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 COVID19.

The school 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. This will be bespoke to each child and recorded on My Concern/CPOMS/etc.

14. Domestic Abuse

The current Covid 19 measures being taken are likely to increase the stress on family life and it is expected that domestic abuse incidents are likely to rise.

The Academy will continue to receive domestic abuse notifications via the Stopping Domestic Abuse Together (SDAT) initiative as will children's social care. Notifications will continue to be recorded in the children's safeguarding file.

As with any concern about a child the Academy will take steps to ensure the child is safe. In all cases the Academy will review what we know about the child and their family.

If the child is expected to attend school, the usual checks should be made on their welfare.

- What is known about the child when they arrived (or not) at school today?
- Who in the school needs to be informed?
- What 'checks' need to be carried out and how best can these be achieved?
- Are they in school today? How are they presenting physically and emotionally? Are there any changes in their behaviour?

When a child is not at expected to be at school there should be consideration about how best the Academy can seek assurance on their welfare and what checks can be made.

In all cases the Academy will make general enquires with the child about how they are. The domestic abuse notification should not be referred to unless it is directly mentioned by the child or where the parent/carer raises the issue.

If the DSL/Deputy DSL identifies any child protection concerns they will refer to children's social care.

Children's Social Care will also review the incident and will liaise with the school where there are child protection concerns about the safety of the child.

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 should ensure that a robust contact plan and risk assessment is in place for that child or young person.

Details of this plan must be recorded on MyConcern, as should a record of contacts that have been made.

The contact plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded. The Academy and its DSL will work closely with all stakeholders to maximise the effectiveness of any contact plan.

This plan and risk assessments must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

15. Staff recruitment, movement of staff, training and induction

At Noel-Baker Academy, all staff will already have had safeguarding training and have read Part 1 of KCSIE 2019. We will make sure that all staff are aware of any new local arrangements so they know what to do if they are worried about a child. This is being addressed in this addendum.

Recruiting new staff and volunteers

- We continue to recognise the importance of robust safer recruitment procedures, so that adults 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.
- In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.
- New staff must still present the original documents when they first attend work at our school.
- We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.
- Where new staff are recruited, or new volunteers enter the Academy, they will continue to be provided with a safeguarding induction.

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 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.

Volunteer adults will not be used in our Academy at this time. However, should a time arise where we are being supported in the Academy by volunteers as a last resort, we will continue to follow the checking and risk assessment process as set out in our main Safeguarding Policy. Under no circumstances will we allow a volunteer who has not been checked to be left unsupervised or to work in regulated activity.

Staff 'on loan' from other schools

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 by seeking assurances from the current employer 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.

As well as seeking assurance from the 'loaning' school that staff have had the appropriate checks we will also assess the risks of staff 'on loan' working in our school, and Mat Tarrant (Business Manager will do the risk assessment).

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

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.
- A copy of our children protection safeguarding policy (and this addendum).
- Keeping Children Safe in Education (part 1).

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection/safeguarding policy and this addendum.
- Confirmation of local processes.
- Confirmation of DSL arrangements.

16. Keeping records of who is on site

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that any school or college is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, the Academy will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

We will hold staffing registers as a means to log everyone that will be working or volunteering in a school/ college on any given day, including any staff who may be on loan from other institutions. The SCR will be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.

17. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education, our school policies and the local multi-agency safeguarding children procedures, [Managing Allegations against Staff, Carers and Volunteers](#).

Staff should continue to act on any concerns they have immediately.

Reporting concerns should be made in line with procedures outlined in our safeguarding policy.

The Academy will continue to follow the legal duty to refer to the Disclosure and Barring Service (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.

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency as per paragraph 166 of KCSIE. 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.

Staff absence

Where the Academy has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or First Aiders – will discuss them immediately with the Executive Head Teacher/SSIO/MAT.

18. Monitoring arrangements

This policy will be reviewed as guidance from the local safeguarding partners, other relevant agencies or DfE is updated, and as a minimum every four weeks by Kate Richardson, DSL and Deputy Head Teacher. At every review, it will be approved by the Trust Safeguarding Compliance Lead.

19. Links with other policies

This policy links to the following policies and procedures:

- Child protection/safeguarding.
- Staff code of conduct.
- Health and safety.
- Behaviour management, including mental health and behaviour, bullying/online bullying and prejudice-based bullying as well as the use of reasonable force/physical intervention, including the increased vulnerability of children with special education needs (SEN) or disabilities and equality duties.
- Meeting the needs of pupils with medical conditions.
- Providing first aid.
- Online safety and other associated issues, including sexting/'youth produced sexual imagery', use of pupil mobile phones in school and appropriate filtering and monitoring, including how children can be kept safe from terrorist and extremist material.
- Safer recruitment and selection, including single central record.
- Managing allegations against staff, including volunteers and incorporating 'duty to refer'.
- School attendance and children who runaway or go missing from education, home or care.
- Complaints procedure.
- Information sharing.
- Whistle blowing.

Appendix 1 – Safe and Well Protocols

Welfare calling and checks on vulnerable pupils during school closure

The Academy will:

- Notify all social workers of the parents/carers decision in whether to send their child into school (ideally via email or letter) and write to all parents concerned stating that you are happy to support and that their decision does not have to be final. You may change your approach as time goes on if there are warning flags from your contacts that any of the students is in difficulties and at risk. Keeping their social workers informed with your views when you have contacted the pupils is important.
- Complete a risk assessment and send a copy to the relevant worker, family and keep a copy on MyConcern for Academy records.
- Set up a running record of concern on MyConcern for your CP and vulnerable pupils so a record of contact with families and relevant agencies can be kept. Upload any risk assessments completed for these pupils.
- Contact **CP and CIN families every 3 days and other families we are worried may become vulnerable once per week to check on welfare**. Any student who you think should be in but doesn't turn up should be contacted daily as per normal attendance procedures.
- Home Visits for CP and the most vulnerable will be conducted only if all other means of communication have been exhausted – consider 2 members of staff, travel separately, avoid contact, view through windows.
- Those vulnerable students who do not 'meet' the published criteria of having a social worker, can be invited to attend school at the discretion of the safeguarding team. If it is felt that any of these pupils raises concerns further support of a school pace will be made.
- A list of vulnerable students will be made whom will be contacted on at least a weekly basis.
- There is no need to call CIN/CP students daily when parents have said they won't be sending them in. Of course if there is need to ring it would be sensible to reinforce that provision is available in school for their child.

Appendix 2 – Vulnerable/CP/CIN Pupil Risk Assessment Form

Sample Risk Assessment: Vulnerable / EHCP Pupils – School or Home
<ul style="list-style-type: none">• This to be completed by the school to document the reasoning why the child is in school or at home and any risks associated with this.• The completed risk assessments should remain on site.• Reviews should be undertaken on a regular basis and if any circumstances change. The frequency of the review will depend on the remaining risks but could be weekly, fortnightly or monthly.
<p>Safe and Well checks:</p> <p>Identify the level of support or safe and well checks required based upon your risk assessment of students.</p> <p>Record all contact on CPOMS/MyConcern/other safeguarding records.</p> <p>Possible Safe and Well stages:</p> <ol style="list-style-type: none">1. Monitor attendance through online learning platform.2. Phone calls to check children are safe and well – use of school phones.3. Home visits for most vulnerable – consider 2 members of staff, travel separately, avoid contact, view through windows.
<p>Background:</p> <p>13. Do vulnerable children have to continue to go to school?</p> <p>There is an expectation that vulnerable children who have a social worker will attend school, as long as it is safe for them to do so. 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 should explore the reasons for this, directly with the parent, and help to resolve any concerns or difficulties wherever possible.</p> <p>Where parents are concerned about the risk of the child contracting the virus, the school or social worker should talk through these anxieties with the parent following the advice set out by Public Health England.</p> <p>Providers may also want to consider how to encourage children and young people to attend provision. Social workers will remain in contact with vulnerable children and families, including remotely if needed.</p> <p>20. Do all children and young people with an EHC plan need to continue at school?</p> <p>Schools, colleges, other training providers and local authorities will need to consider the needs of all children and young people with an EHC plan, alongside the views of their parents, and make a risk assessment for each child or young person. They will need to consider a number of different risks to each individual, including:</p>

- the potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This must be on an individual basis with advice from an appropriate health professional where required.
- the risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting.
- the ability of the individual's parents or home to ensure their health and care needs can be met safely.
- the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered.

Source: <https://www.gov.uk/Government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

Pupil Name	
D.o.B.	
School	
Completed by	

Parent/Carer and young person's viewpoint of risks of being at home or school (use criteria on page 1)

Home	School

Social care viewpoint of risks of pupil being at home or school (use criteria on page 1)

Home	School

School viewpoint of risks of pupil being at home or school (use criteria on page 1)

Home	School

Final decision and reasoning

In school <input type="checkbox"/>	At home <input type="checkbox"/>
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Actions already taken by the school to support the child at home (if applicable)			
Further and ongoing actions to be taken by the school			
Action	By Whom	Target Date	Completed
Reviews	Agreed frequency:	Review	
Date:	Changes:		
	1 st version		

Appendix 3 – EHCP/SEND Pupil Risk Assessment Form

Those with an EHC plan should be **risk-assessed by their school or college** in consultation with the Local Authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carer’s therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Fundamentally, schools, settings and parents must first consider: Does the child have one parent who isn’t a key worker and who can safely meet the child’s needs at home? These children should remain at home.

If considering sending the child to school, school staff should consider with the child’s parents about the following risks across home and school contexts:

- Risks to the child or young person (CYP), including their physical health and emotional wellbeing.
- Risks to the family, including their physical health and emotional wellbeing.
- Risks to the setting, including the safety of other CYP and adults.

Things to consider:

<p>Benefits of staying at home</p> <p>Minimizes risk to the CYP’s health, especially for those with underlying health conditions.</p> <p>CYP is with familiar people at an unsettling time.</p> <p>School staff and other health and care professionals involved with child will be able to provide support including resources and safe and well checks.</p>	<p>Potential risks of staying at home</p> <p>Will the CYP’s care needs be met? What needs to change so that they can be?</p> <p>Strain to family of having to care for child around the clock.</p> <p>Potential risk to siblings and parents, if CYP has behaviours of concern.</p>
<p>Potential risks of being at school</p> <p>Risk of catching virus, given proximity to larger group of adults and other CYP, many of whom are children of frontline key workers.</p> <p>Staffing capacity may mean the setting cannot safely meet CYP’s needs.</p> <p>School routine is significantly different, which is likely to cause confusion/distress for CYP with SEND.</p>	<p>Potential benefits of being at school</p> <p>Continued routine may reduce confusion and distress to child.</p> <p>Staff have training on approaches and strategies that support emotional regulation.</p> <p>Protective for families at risk of family breakdown.</p>

<p>Absence of adults who have a relationship with the CYP, potentially increasing distress and reducing effectiveness of care.</p> <p>Setting may have reduced capacity and/or knowledge to positively manage complex SEND including behaviours of concern putting other CYP and adults at risk.</p>		<p>Protects child, siblings or other family members from risk involved in staying at home.</p> <p>Social contact- though this may not be with familiar peers or adults, and could pose significant physical health risks.</p>
Risk Assessment	Pupil with an EHCP or significant SEND which may make them Vulnerable	
Pupil Name		
D.o.B.		
School		
Completed by		
Risks to the child or young person, including their physical health and emotional wellbeing		
Benefits		Risk
Risks to the family, including their physical health and emotional wellbeing		
Benefits		Risk
Risks to the setting, including the safety of other CYP and adults.		
Benefits		Risk
Final decision and reasoning		
In school <input type="checkbox"/>		At home <input type="checkbox"/>
Actions already taken by the school to support the child at home (if applicable)		

Further and ongoing actions to be taken by the school			
Action	By Whom	Target Date	Completed
Reviews	Agreed Review frequency:		
Date:	Changes:		
	1 st version		

Appendix 4 – Interim Procedures for Pupils and Parents/Carers to Contact the Academy and Report Peer-on-Peer or Other Forms of Abuse

In order to ensure that parents and pupils have the ability to contact the Academy the following measures have been undertaken:

- All pastoral leads have been issued with a school mobile phone. Every child in the school received a letter prior to the school closure with their Pastoral Lead's number. These are switched on throughout school opening hours.
- All parents have also received these numbers, along with key email addresses which are being checked throughout any closure period.
- The school lines are still being manned, wherever possible throughout any closure period.