Chellaston Academy

Integrity Care Excellence

COVID-19: Arrangements for Safeguarding and Child Protection

Policy Owner:	Mrs D Eyre	Date of Adoption:	April 2020
Approved By:	Mrs S Fletcher, Mrs L Costigan, Mrs A Witheford	Date of Approval:	April 2020
Signed By:	Mrs S Fletcher, Mrs L Costigan, Mrs A Witheford	Date of Next Review:	September 2021 (or sooner if KCSIE changes)

Revisions

Date:	Notes:	
September 2020	L. Horvath Deputy Designated Safeguarding Lead	Adjustment to reflect the re-opening of school to full cohort
September 2020	D. Eyre Designated Safeguarding Lead	Attendance procedures

Contents

1.0 Context

This addendum of Chellaston Academy's Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in light of COVID-19 and the adjustments that must be made in school to keep children returning in September safe (Section A). It also outlines our protocol should we return to a lockdown situation in which only keyworker children have on-site provision and the majority of students are sent work or access online lessons at home (Section B).

From 7th September 2020 we are initiating a week-long phased return of all students to the Academy.

This document has been developed with reference to guidance: Coronavirus (COVID-19): safeguarding in schools, colleges and other providers. Updated 20th May 2020.

Key contacts

Danielle Eyre d.eyre@chellaston.derby.sch.uk	**Designated Safeguarding Lead**
Laura Horvath laurahorvath@chellaston.derby.sch.uk	**Deputy Designated Safeguarding Lead**
Ryan Metters r.metters@chellaston.derby.sch.uk	**Headteacher**
Jo Amps joannaamps@chellaston.derby.sch.uk	**Deputy DSL and Looked After Children contact**

Chellaston Academy – COVID-19: Arrangements for Safeguarding and Child Protection

Sandra Fletcher	Chair of Governors
Ann Witheford	Chair of Trustees PEAK MAT
Anne Martin	Interim CEO PEAK Multi Academy Trust

2.0 Section A: Safeguarding arrangements and Covid-safe practices

1. Safeguarding Arrangements

- We recognise that staff and volunteers may identify new safeguarding concerns about individual children as we see them in person following partial school closures. INSET Safeguarding training was delivered which focussed around the successful reintegration of students after such a prolonged period of absence, and the signs to look out for when concerned about coping mechanisms.
- We ask that you follow safeguarding procedures and alert the DSL or Deputy DSL on duty through the use of CPOMS. Staff have a responsibility of checking with the DSL that their concerns have been acted upon.
- We have increased the capacity of our Care and Guidance team to ensure that these staff have appropriate time available to support staff and children regarding new concerns (and referrals as appropriate) as more children return to school.
- We recognise that negative experiences and distressing life events, such as the current circumstances, can affect the mental health of and children and their parents/carers. We have therefore identified support through the use of CPOMS for wellbeing concerns and the direct communication between SPL's and form tutors. Resources are ready available for all students and parents through firefly and the Chellaston Website.
- If a staff member or volunteer has COVID related concerns about another staff members or volunteer, they should continue to follow Safeguarding referral procedures, ensuring that any concerns are taken directly to the Headteacher.
- We will resume taking our attendance register from 1st June and also continue to complete the Online Educational Setting Status for on a daily basis for the Department for Education.
- All vulnerable children (with an EHCP, Social Worker or Looked After Children) should be attending school, where it is appropriate for them. We will continue to work with families and children to return to school, following the guidance, where this is appropriate.
- We will continue to make our Child Protection and Safeguarding policy, including annex amendments, available publicly via our school website in addition to ensuring all staff are also kept up to date as it is revised.

2. Covid-safe practices

The complete details of our 'Return Plan' can be found in the documents sent to all staff, and as communicated to both parents/carers and students in August 2020. Amongst many operational changes, we have prioritised the safety of our school community by:

- Staggering entry and exit to/from the school site by year groups
- Zoning the site; students will remain in one building (with exceptions for PE/Tech/IT/Drama) throughout the day
- Creating year group 'bubbles'

- Re-structuring the timetable to 2 hour lessons to reduce lesson transitions
- Staggering break and lunch times by year groups
- Requiring students to wear face masks on transport and in communal areas
- Placing hand sanitiser stations at entry points
- Arranging classrooms to have all students facing forwards
- Using alternative methods for catering payment to avoid use of biometric scanners

3.0 Section B: Arrangements during closure

1. **Vulnerable Children**
2. **Attendance monitoring**
3. **Designated Safeguarding Lead**
4. **Reporting a concern**
5. **Safeguarding training and induction**
6. **Safer recruitment, volunteers and movement of staff**
7. **Online Safety**
8. **Children and online safety away from the school setting**
9. **Supporting children not in school**
10. **Supporting children in school**
11. **Peer on Peer abuse**

1. Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans; those who have a social worker include children who have a Child Protection plan, those who are looked after by the Local Authority and those children who have previously been looked after. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

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

Our Senior leaders and the Designated Safeguarding Lead know who our most vulnerable children are, and we are able to offer childcare to those who are most in need.

We 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 within the Academy is Jo Amps.

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.

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

2. Attendance monitoring

Local authorities and education settings did not need to complete their usual day-today attendance processes to follow up on non-attendance during the original school closure; we will follow updated guidance on this should we go into another lockdown situation.

Chellaston Academy and social workers will agree with parents/carers whether children with an assigned social worker should be attending school – the Academy will then follow up on any pupil 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, we will, when communicating with parents and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

Any student who needs to leave the academy during the school day to attend an appointment or other engagement, may not return to the academy on the same day. Individual student circumstances will be taken into consideration as to support all young people and consistently ensure the safety of all stakeholders. Parents will be required to contact the school 24 hours before the date that the student needs to leave site during the day, providing evidence and documentation.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Chellaston Academy will notify their social worker and the Local Authority.

3. Designated Safeguarding Lead

Chellaston Academy has a Designated Safeguarding Lead (DSL) and two Deputy Designated Safeguarding Leads (DDSL).

The Designated Safeguarding Lead is Dani Eyre

The Deputy Designated Safeguarding Leads are Laura Horvath and Jo Amps

It is important that all Chellaston Academy staff and volunteers have access to a trained DSL, or Deputy DSL. We aim to have our trained Designated Safeguarding Lead or Deputy Designated Safeguarding Lead available on site daily. Where this is not the case, the trained DSL (or deputy) will be available to be contacted via phone or online video - for example when self-isolating. Where the trained DSL (or deputy) is not on site, in addition to the above, a Senior Leader will assume responsibility for co-ordinating safeguarding on site. This co-ordination might include updating and

managing access to our child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at Chellaston Academy.

On each day, staff on site will be made aware of who the DSL contact is in school and/or the Senior Leader with responsibility for co-ordinating Safeguarding on site, and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely and will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

4. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the Academy Safeguarding Policy. This includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead and Head of School. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the Academy or about an interaction between an adult and a child whilst working remotely, they should report this to the Headteacher, either verbally, by telephone or by email. Concerns around the Head of School should be directed to the Chair of Governors: Sandra Fletcher.

5. Safeguarding Training and induction

Face to face DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, our DSL (or deputy DSL) who has been trained to DSL level, will continue to be classed as a trained DSL (or deputy DSL) even if they miss their refresher training as a consequence of the current situation.

All existing Academy staff have received safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child. Additionally, Chellaston Academy will continue to deliver remote Safeguarding training for staff during any period of closure.

Where new staff are recruited, or new volunteers enter Chellaston Academy, they will continue to be provided with a safeguarding induction by our DSL.

If staff are deployed from another education or children's workforce setting to our Academy, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

• the individual has been subject to an enhanced DBS and children's barred list check

• there are no known concerns about the individual's suitability to work with children

• there is no ongoing disciplinary investigation relating to that individual

For movement within the Trust, schools should seek assurance from the Multi Academy Trust (MAT) HR and Operations Director (Mrs C Brown) that the member of staff has received appropriate safeguarding training. Upon arrival, they will be given a copy of the Academy's Safeguarding Policy and confirmation of local processes and DSL arrangements.

6. Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the Academy workforce or gain access to children. When recruiting new staff, Chellaston Academy will continue to follow the relevant safer recruitment processes for our setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (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.

Where Chellaston Academy are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 183 to 187 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Chellaston Academy will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE September 2020.

Chellaston Academy will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per the TRA's 'Teacher misconduct advice for making a referral'.

During the COVID-19 period all referrals should be made via Carly Brown, Director of HR and Operations by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that the Academy is aware, on any given day, which staff/volunteers will be working in the Academy and working remotely, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. Chellaston Academy will continue to keep the single central record (SCR) up to date as outlined in paragraphs 164 to 170 in KCSIE.

7. Online safety in schools and colleges

Chellaston Academy will continue to provide a safe environment for students who are in school, including online. This includes the use of an online filtering and monitoring system. Where students are using computers in school, appropriate supervision will be in place.

8. Children and online safety away from the Academy

There is high priority placed on Online safety while the vast majority of our pupils work from home. 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 according to our Safeguarding Policy and where appropriate the DSL will still refer to children's social care and as required, the Police.

We expect that parents and carers will be monitoring their children's access to websites and ask that if you have any questions about the appropriateness of learning based websites, you speak to your child's Head of Year or email the appropriate subject email addresses listed in Appendix 2. More general support regarding Online safety can be found in Appendix 4.

In the event that the Academy decides to use online learning tools and systems, we would ensure that they are in line with privacy and data protection/GDPR requirements. Online teaching should follow the same principles as set out in the staff code of conduct and staff handbook.

Below are considerations for delivering virtual lessons, especially where webcams are involved:

• No 1:1s, groups only
• Staff and children must wear suitable clothing, as should anyone else in the household.
• Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
• The live class should be recorded so that if any issues were to arise, the video can be reviewed. Videos would be saved and made available through Firefly links.
• Live classes should be kept to a reasonable length of time (30 minutes) or the streaming may prevent the family 'getting on' with their day.
• Language must be professional and appropriate, including any family members in the background who are also asked to use respectful language.
• Staff must only use platforms provided by Chellaston Academy to communicate with pupils
• Staff should record the length, time, date and attendance of any sessions held.

9. Supporting children not in school

Chellaston 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 a child who would normally receive emotional and/or social support in school, we have ensured that a robust communication plan is in place. Details of the plan are recorded on CPOMS, as is a record of contact made. The plan includes remote contact, phone contact, door-step visits; other individualised contact methods will be considered and recorded appropriately. Chellaston Academy and our DSL will work closely with all stakeholders to maximise the effectiveness of our communication plans which are regularly reviewed (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

We recognise that School usually provides a safe protected environment for children and young people, and that current circumstances may affect the mental health of pupils and their parents/carers. Teachers at Chellaston Academy are mindful of this in setting expectations of pupils' work where they are at home. Parents/carers can discuss with Departments (via the email addresses listed in Appendix 3) or via Heads of Year, if they believe work expectations may be causing an issue.

The Academy will continue to share safeguarding messages on its website and via social media pages, along with parent/carer bulletins and group texts. Please see a list of support organisations in Appendix 3.

10. Supporting children in school

Chellaston 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 individual child. The Headteacher will continue to ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Chellaston Academy is referring to the Government guidance for education and childcare settings on how to implement social distancing and continues to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19, including the availability of soap and hand sanitiser in all venues.

Where Chellaston Academy has concerns about the impact of staff absence, such as the absence of our Designated Safeguarding Lead or First Aiders, we will discuss them immediately with the Trust, and Local Authority where appropriate.

11. Peer on Peer Abuse

Chellaston Academy recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. During this time, we recognise that peer on peer abuse is more likely to occur online than in person.

Where we receive a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE and our Academy Safeguarding Policy, within the constraints of our remote working context.

The school will respond to reports of incidents of peer on peer abuse received via:
The Safeguarding email address
Safeguarding phone number
SPL contact
CPOMS from staff
Email to Safeguarding team/Headteacher from staff if CPOMS cannot be accessed
We will then support the young person, their parents/carers and involve any multi agency partner required to ensure the safety and security of that young person. Appropriate investigation will be carried out, within remote working conditions, and all agreed actions going forward documented on CPOMS. The young person will be added to our list for regular contact and their well-being will be monitored by our DSL.
Any possible referrals will be made and followed up within agreed timescales, including referral to the Police if necessary.

Appendix 1 – Specific Safeguarding roles and responsibilities of staff

Role	Responsibility
Safeguarding Trustee/Governor	• Has an overview of the revised addendum and procedures.
Headteacher	• Has overall responsibility for all pupils on roll at the school, ensuring that all staff are aware of their responsibilities. • Makes 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. • Ensures that all emergency contact numbers and details are kept up to date. • Works with HR Director to ensure safeguarding induction procedures are still in place for any new member of staff or staff relocating to the academy during this time. • Ensures that the senior leadership team has a plan for how bereavements may be handled, including obtaining any support services. • Is mindful of potential peer on peer abuse. Given the very different circumstances, support a revised process for referral of peer on peer abuse. • Ensures that welfare calls and checks are conducted for students. • Ensures regular contact with staff and wellbeing support signposted.
Designated Safeguarding Lead	• Fulfils their role as per their DSL job description. • Maintains 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 social care services. • Knows how to contact individual social workers. • Knows who the LA Virtual School Headteacher 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 remote learning (See Annex section 4 – Reporting a Concern).
	• Ensures that SLT has a plan for how to manage bereavements and how they may be handled, including obtaining any support services.
	• Ensures peer on peer abuse is considered as a priority - given the very different circumstances, a revised process is in place for managing any report of such abuse.
	• Ensures that links to mental health services for pupils are on the school website
	• Ensures that welfare calls are made to children who are vulnerable regarding their mental health
	• Ensures all relevant risk assessments are in place for all non- attending vulnerable pupils and these are reviewed each week.
Teaching staff	• Has read and understood the updated addendum to the Safeguarding Policy.
	• Is 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.
	• Knows how to raise any safeguarding issues that may a arise during remote learning (See Annex section 4 Reporting a Concern).
	• Is vigilant to signs of peer on peer abuse; how it may manifest given the current circumstances and know how to report any concerns.
Non-teaching staff	• Has read and understood the updated addendum.
	• Is aware that there may be an impact of the mental health of pupils, parents and staff or volunteers; and what support may be available.
	• Knows how to raise any safeguarding issues that may arise during remote learning (See Annex section 4 – Reporting a Concern).
	• Is vigilant to signs of peer on peer abuse and how it may manifest given the current circumstances and know how to report any concerns.

Appendix 2 – Email addresses

For queries that are subject specific, we would urge both parents/carers and students to use the following email addresses. Then members of our subject teams can offer support through this medium:

English	english@chellaston.derby.sch.uk
Physics	physics@chellaston.derby.sch.uk
Chemistry	chemistry@chellaston.derby.sch.uk
Science	science@chellaston.derby.sch.uk
Music	music@chellaston.derby.sch.uk
Drama	drama@chellaston.derby.sch.uk
PE	pe@chellaston.derby.sch.uk
Tech	technology@chellaston.derby.sch.uk
Construction	construction@chellaston.derby.sch.uk
Salon	salon@chellaston.derby.sch.uk
Maths	mathematics@chellaston.derby.sch.uk
Art	art@chellaston.derby.sch.uk
Geography	geography@chellaston.derby.sch.uk
Philosophy	philosophy@chellaston.derby.sch.uk
History	history@chellaston.derby.sch.uk
MFL	mfl@chellaston.derby.sch.uk
Business	businessstudies@chellaston.derby.sch.uk

Contact details for support

If you've been feeling **low**, try some of the contacts below:

Young Minds	0808 802 5544	www.youngminds.ork.uk
Childline	0800 1111	www.childline.org.uk
The Mix	0808 808 4994	www.themix.org.uk
Rethink	0300 5000 927	www.rethink.org
Family Lives	0808 800 2222	
CALM	0800 58 58 58	www.mind.org.uk
No Panic	0844 967 4848	www.nopanic.org.uk
SANE	0300 304 7000	www.papyrus-uk.org
PAPYRUS	0870 170 4000	www.papyrus.org.uk
NHS Direct (Physical & Mental Health)	0845 4647	

If you've been suffering from **Anxiety**:

Anxiety UK	08444 775 774	www.anxietyuk.org.uk
Mind	0300 123 3393	www.mind.org.uk
SANE	0300 304 7000	www.sane.org.uk

If you're concerned about and **Health** related issues:

NHS Direct	08454647	www.netdoctor.co.uk

If you've been struggling with your **Anger**:

CALM	0800585858	www.thecalmzone.net
SANE	03003047000	www.supportline.org.uk

Support for self harm:

Mind	0300123 3393	www.mind.org.uk
Harmless		www.harmless.org.uk

Other useful contacts:

Family lives	0808 800 2222	www.parentlineplus.org
		www.familylives.org.uk
KOOTH		www.kooth.com
QWELL		www.qwell.io

Appendix 4 – Parent/ carer support for online safety

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and careers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers