Durham Diocesan MAT (DDMAT)
Company Number 10847279

Revised COVID-19 annex

Child Protection and Safeguarding Policy

From the week commencing 1 June, we expect to be able to welcome back more children to school.

We have reviewed in line with the following guidance:
- actions for education and childcare settings to prepare for wider opening from 1 June 2020
- implementing protective measures in education and childcare settings
- Keeping Children Safe in Education (KCSIE) is statutory safeguarding guidance that we will continue to have regard to

As more children are welcomed back to school, these safeguarding principles remain the same:

- the best interests of children must always continue to come first
- if anyone in a school has a safeguarding concern about any child they should continue to act and act immediately
- a DSL or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online
- The planned return of more children has included a risk assessment, which covers child protection and safeguarding.

This annex summaries the key coronavirus related changes to our Child Protection and Safeguarding policy.

Reporting concerns

Staff and volunteers should be mindful of, and may identify new safeguarding concerns about individual children as they see them in person following partial school closures

Where staff have any new concerns about a child, either those attending school from 1st June or those staying at home, they should continue to follow the process outlined in the school Safeguarding Policy, which includes making a report via online reporting e.g. CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access CPOMS (or alternative) from home, they should email the Designated Safeguarding Lead and/or Headteacher. This will ensure that the concern is received.

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

Where possible, the DSL (and deputies) will have more time to support staff and children regarding new concerns (and referrals as appropriate) as more children return

All relevant safeguarding and welfare information held on all children (including returning children) should be accurate. We aim to do all we reasonably can to ask parents and carers

to advise us of any changes regarding welfare, health and wellbeing that we should be aware of before a child returns

Where staff are concerned about an adult working with children in the school, they should report the concern to the DSL or headteacher. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and immediately followed up with an email.

Concerns around the Headteacher should be directed to the Chair of the Academy Council.

The LADO will continue to offer support in the process of managing allegations against staff in line with the school policy. Contact Details

Designated safeguarding leads (DSLs)

The Designated Safeguarding Lead is: **[insert name, contact number, email]**

The Deputy DSLs are: **[insert names, contact numbers, emails]**

In the event of an emergency the following colleague from the DDMAT can be contacted: Paul Rickeard, Chief Executive Officer, 07469 257525

As more children return, it is expected that the DSL (or deputy) will be available on site. However, in exceptional circumstances this may not always be possible, and where this is the case a trained DSL (or deputy) from the school can be available to be contacted via phone or online video - for example working from home

Where a trained DSL (or deputy) is not on site, a senior leader should take responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection files, 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 the school.

It is important that all school and college staff and volunteers have access to a trained DSL (or deputy) and know on any given day who that person is and how to speak to them.

The DSL (or deputy) should provide support to teachers and support staff to ensure that contact is maintained with children (and their families) who are not yet returning to school. Where possible staff should try and speak directly to children to help identify any concerns. Staff should be encouraged (where possible) to make calls from the school site via school phones and devices. Where staff use personal phones to make calls, they should withhold their personal number.

It is acknowledged that DSL training is unlikely to take place during this period (although the option of online training can be explored). For the period coronavirus 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.

DSLs (and deputies) should continue to do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.

Peer on peer abuse

We recognise the potential for abuse to go on between young people, especially in the context of a school closure or partial closure. Our staff will remain vigilant to the signs of peer on peer abuse, including those between young people who are not currently attending our provision. Extra care should be taken where groups have mixed age, developmental stages, are attending other schools as an interim measure and similar. When making contact with these families our staff will ask about relationships between learners.

Vulnerable children

Vulnerable children for the purposes of continued attendance during the coronavirus outbreak are those across all year groups who:

- are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan and it is determined, following risk assessment (risk assessment guidance), that their needs can be as safely or more safely met in the educational environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion

Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and virtual school heads will continue to work with vulnerable children in this difficult period. We will continue to work with and support children's social workers, virtual school heads and any other relevant safeguarding and welfare partners to help protect vulnerable children.

We have put in place specific arrangements in respect of the following groups: (school / home)

- Looked After Children – [describe here]
- Previously Looked After Children – [describe here]
- Children subject to a child protection plan – [describe here]
- Children who have, or have previously had, a social worker – [describe here]. There is an expectation that children with a social worker **must** attend school (or another school by arrangement), unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child.
- Children with an EHCP – [describe here]
- Children on the edge of social care involvement or pending allocation of a social worker – [describe here]. Where required these children will be offered a place at school (or another school by arrangement).
- Other children the school considers vulnerable. More children may be added to this group in response to concerns raised with the DSL. These children can be offered care at school if required.

Each of these children has an individual plan which has been shared with other agencies involved in their care, including where appropriate their social worker and the Virtual School Head for Looked After and previously Looked After Children.

In addition, the following groups have specific arrangements around contact and support from the school.

Children of key workers who may attend school – [describe here]
Children at home – [describe here]

Attendance

Vulnerable children attendance is expected, where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan), so that they can gain the educational and wellbeing benefits of attending. Vulnerable children – regardless of year group – that have not been attending in the recent period are expected to return to school. We will work with and support families and pupils to return to school, where attendance is appropriate.

A brief summary of attendance expectations across the different groups of vulnerable children is as follows:

- for vulnerable children who have a social worker, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on households with possible coronavirus infection and shielding and protecting people defined on medical grounds as clinically extremely vulnerable
- for vulnerable children who have an education health and care (EHC) plan, attendance is expected where it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment
- for vulnerable children who are deemed otherwise vulnerable, at the school, college or local authority discretion, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on households with possible coronavirus infection and shielding and protecting people defined on medical grounds as clinically extremely vulnerable

We will continue to notify social workers where children with a social worker do not attend. We will continue to follow up with any parent or carer whose child has been expected to attend and doesn't. We will take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

Parents and carers will not be penalised if their child does not attend educational provision.

Staff training and safeguarding induction

All staff had safeguarding training and have read part 1 of KCSIE.
All staff will be made aware of any new local arrangements, especially if these are being reviewed/changed as a result of more children returning, so they know what to do if they are worried about a child.
Where new staff are recruited, or new volunteers enter the school, they should continue to be provided with a safeguarding induction.
The existing school workforce may continue to move between schools and colleges on a temporary basis in response to coronavirus. The receiving school should judge, on a case-by-case basis, the level of safeguarding induction required. In most cases, the existing workforce will already have received appropriate safeguarding training and all they will require is a copy

of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Children moving schools

If a child attends another setting we will do whatever we reasonably can to provide the receiving institution with any relevant welfare and child protection information.

For looked-after children, any change in school should be led and managed by the virtual school head with responsibility for the child. The receiving institution should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum the receiving institution should, as appropriate, have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible virtual school head is). This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators/named individual with oversight of special educational needs (SEN) provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders should take responsibility.

Whilst we must continue to have appropriate regard to data protection law, that does not prevent the sharing of information for the purposes of keeping children safe. Further advice about information sharing can be found at paragraphs 76 to 83 of KCSIE.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. We will use our judgement on whether recruitment is needed and how this can best be done given the circumstances. If we are recruiting new staff, we will continue to follow the relevant safer recruitment processes including, as appropriate, relevant sections in part 3 of KCSIE.

In response to coronavirus, 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. The Home Office and Immigration Enforcement have also temporarily adjusted the right to work checks due to the coronavirus outbreak.
Where schools and colleges are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Regarding members of our workforce already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another school or college to support the response to coronavirus. The type of setting on the DBS check, for example a specific category of school, is not a barrier. The same principle applies if childcare workers move to work temporarily in a school setting. The receiving institution should risk assess as they would for a volunteer (see above). We will ensure that someone in our setting has had the required checks, including as required those set out in part 3 of KCSIE, in the above scenario this can be achieved, if the receiving institution chooses to, via seeking assurance from the current employer rather than requiring new checks.
There is no requirement to obtain a new DBS check for returning staff who have continued to be employed but have not been working in regulated activity during partial school closures. If

for any reason we have concerns about an individual, we may obtain a new check in the usual way.

We will continue to follow our 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.

We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's advice for making a referral. During the coronavirus period all referrals should be made by emailing misconduct.teacher@education.gov.uk. All referrals received by the TRA will continue to be considered. Where referrals on serious safeguarding matters are received and it is deemed that there is a public interest in doing so consideration will be given as to whether an interim prohibition order (IPO) should be put in place. The TRA will continue to progress all cases but will not schedule any hearings at the current time.

It is important that we are aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity.

We will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

Mental health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Where they have children of critical workers and vulnerable children on site, and/or more children returning to school from 1 June onwards, we will ensure appropriate support is in place for them, in line with the DfE guidance mental health and behaviour in schools This guidance sets out how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess.

Teachers should be aware of the impact the current circumstances can have on the mental health of those pupils (and their parents) who are continuing to work from home, including when setting expectations of children's work. Staff are aware of the separate guidance on remote education practices during the coronavirus outbreak.

Online safety

As more children return it will be important that we continue to provide a safe online environment for those who remain at home. We will continue to ensure that appropriate filters and monitoring systems (read guidance on what "appropriate" looks like) are in place to protect children when they are online on the school or college's IT systems.

The school IT support have the technical knowledge to maintain safe IT arrangements.

Useful guidance includes:
- UK Council for Internet Safety provides information to help governing bodies and proprietors assure themselves that any new arrangements continue to effectively safeguard children online.

- Internet Matters [vulnerable children in a digital world-report](#) may help governing bodies, proprietors, senior leaders and DSLs understand more about the potential increased risks some groups of children can face online.
- The [UK Safer Internet Centre's professional online safety helpline](#), email [helpline@saferinternet.org.uk](#) or telephone 0344 381 4772 provides support for the children's workforce with any online safety issues they face.
- The [NSPCC Learning website](#) also provides useful support and training opportunities for professionals.
- Local authorities may also be able to provide support.

Children and online safety away from school

We will do all that we reasonably can to keep all our children safe.

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 policy and where appropriate referrals should continue to be made to children's social care and as required the police.

Remote education

Teaching from home is different to teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, also consider what will be in the background.

<mark>School to add their current arrangements here…</mark>

The department has provided [guidance on safeguarding and remote education](#) to support schools and colleges plan lessons safely. [Case studies](#) are available for schools to learn from each other's emerging practice as they develop their approaches to providing remote education.
Virtual lessons and live streaming
There is no expectation that teachers should live stream or provide pre-recorded videos. Schools and colleges should consider the approaches that best suit the needs of their children and staff.

Guidance from the National Cyber Security Centre on [which video conference service is right for you](#) and [using video conferencing services securely](#) can help set up video conferencing safely, if you choose to use it.
In addition, [guidance from the UK Safer Internet Centre on safe remote learning](#) includes detailed advice for real time online teaching and the London Grid for Learning [safeguarding advice](#) includes platform specific advice.

Online safety

The safety of our children is paramount when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the staff behaviour policy (sometimes known as a code of conduct) will be followed.

We will continue to ensure any use of online learning tools and systems is in line with privacy and data protection requirements.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school this should also signpost children to age appropriate practical support from the likes of:

Childline - for support
UK Safer Internet Centre - to report and remove harmful online content
CEOP - for advice on making a report about online abuse
Schools and colleges are likely to be in regular contact with parents and carers. Those communications should continue to be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school online offer with support from online companies and in some cases individual tutors. We encourage parents and carers, to secure online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for parents and carers to keep their children safe online includes:

- Thinkuknow provides advice from the National Crime Agency (NCA) on staying safe online
- Parent info is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Internet Matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- London Grid for Learning has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Net-aware has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games
- Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation
- UK Safer Internet Centre has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

Government has also provided:

- support for parents and carers to keep children safe from online harms, includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying
- support to stay safe online includes security and privacy settings, blocking unsuitable content, and parental controls

Review

The policy addendum will be reviewed and revised by the DSL to reflect:
- any updated advice received from the local safeguarding partners.

- any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

We will continue to work with and support children's social workers, the local authority virtual school head for looked-after and previously looked-after children and any other relevant safeguarding and welfare partners.

All staff and volunteers will be made aware of the new policy addendum and will be kept up to date as it is revised.

The revised policy will be made available publicly via our school website.