

Annex 1



### Temporary Addendum

COVID-19 school arrangements for Safeguarding and Child Protection at St Edward's Academy

## Annex 1



### Context

On Monday 22<sup>nd</sup> February 2021, The Prime Minister announced the government's roadmap to cautiously ease lockdown restrictions in England. This included a direction that, from 8<sup>th</sup> March 2021, all pupils/students should attend school.

St Edward's Academy will continue to have regard to the statutory safeguarding guidance keeping children safe in education (KCSiE) (as amended, January 2021).<sup>1</sup>

We will ensure that where we care for children on site, we have appropriate support in place for them.

As pupils/students return, the school will endeavour to give designated safeguarding leads and their deputies more time to:

- support staff and pupils/students with new safeguarding and welfare concerns
- handle referrals to children's social care and other agencies where appropriate

We will take advice from and work with the local safeguarding partners.

We 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 coronavirus.

This Addendum to the school's child protection procedures contains details of our individual safeguarding arrangements in the following areas:

<b>Context</b> .....	<b>2</b>
<b>Vulnerable children</b> .....	<b>3</b>
<b>Attendance monitoring</b> .....	<b>4</b>
<b>Reporting a concern</b> .....	<b>5</b>
<b>Safeguarding training and induction</b> .....	<b>6</b>
<b>Safer recruitment</b> .....	<b>6</b>
<b>Volunteers</b> .....	<b>6</b>
<b>Children and online safety away from school</b> .....	<b>7</b>
<b>Supporting children not in school as they are following clinical or public health advice related to coronavirus (COVID-19)</b> .....	<b>8</b>
<b>Supporting children in school</b> .....	<b>9</b>
<b>Elective Home Education (EHE)</b> .....	<b>9</b>
<b>Contingency planning</b> .....	<b>10</b>
<b>Support from the Unity Schools Partnership</b> .....	<b>10</b>

1

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/954314/Keeping\\_children\\_safe\\_in\\_education\\_2020\\_-\\_Update\\_-\\_January\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf)

## Annex 1



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Chair of Governors	Julie Taylor	01708730462	<a href="mailto:jtaylor@steds.org.uk">jtaylor@steds.org.uk</a>
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## Vulnerable children

Vulnerable children and young people include those who:

- are assessed as being in need under Section 17 of the Children Act 1989<sup>2</sup>, including children and young people 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;
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:

<sup>2</sup> <https://www.legislation.gov.uk/ukpga/1989/41/section/17>

## Annex 1



- children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
- adopted children or children on a special guardianship order
- those at risk of becoming NEET ('not in employment, education or training')
- those living in temporary accommodation
- those who are young carers
- those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
- care leavers
- others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health.

The school 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: Munira Said (Designated Safeguarding Lead).

In circumstances where a parent/carer is hesitant about or does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and the school will explore the reasons for this directly with the parent/carer.

Where parents/carers are concerned about the risk of the child contracting COVID19, the school and/or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

The school will encourage all pupils/students to attend a school.

### **Attendance monitoring**

We expect all pupils/students to attend school.

Parents or carers are expected to contact the school on the first day of any illness and inform us of the reason for absence so that the correct attendance codes can be used in every case of absence. We expect parents or carers to make contact to make us aware of the status of any COVID-19 tests that have become necessary and to update the school on the welfare of the pupil/student.

From 8<sup>th</sup> March 2021, we will record attendance in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended)<sup>3</sup> for all pupils/students.

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<sup>3</sup> <https://www.legislation.gov.uk/ukxi/2006/1751/contents/made>

## Annex 1



A small number of pupils/students will still be unable to attend in line with public health advice to self-isolate because they:

- have symptoms or have had a positive test result
- live with someone who has symptoms or has tested positive and are a household contact
- are a close contact of someone who has coronavirus (COVID-19)

The advice for pupils/students who have been confirmed as clinically extremely vulnerable is to shield and stay at home as much as possible until further notice. They are advised not to attend school while shielding advice applies nationally.

For children self-isolating, quarantining or shielding – we will use code X.

In compliance with the Remote Education, Temporary Continuity Direction<sup>4</sup> we will provide remote education to pupils/students who are unable to attend school because they are complying with government guidance or legislation around coronavirus (COVID-19).

We will also offer pastoral support to pupils/students who are:

- self-isolating
- shielding
- vulnerable (and off school)

The Department for Education expects schools to grant applications for leave in exceptional circumstances. This should be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.

Where pupils/students are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.

### Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the Trust's safeguarding policy and the school's child protection procedures, this may include making a report via CPOMS. 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 school, they should report the concern to the Headteacher. Concerns about the Headteacher should be directed to the relevant Trust Director of Education: Rosemary Prince-[rprince@unitysp.co.uk](mailto:rprince@unitysp.co.uk)  
The Trust will continue to offer support in the process of managing allegations.

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<sup>4</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/923539/Remote\\_Education\\_Temporary\\_Continuity\\_Direction\\_-\\_Explanatory\\_Note.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923539/Remote_Education_Temporary_Continuity_Direction_-_Explanatory_Note.pdf)

## Annex 1



### **Safeguarding training and induction**

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL (Designated Safeguarding Lead) will communicate with staff any new local arrangements, 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 will continue to be provided with a safeguarding induction.

For movement within the Trust, schools should seek assurance from the sending school that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of the receiving school's child protection procedures (including this addendum), confirmation of local processes and confirmation of DSL arrangements.

### **Safer recruitment**

When recruiting new staff and volunteers, the school 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 (2020) (as amended, January 2021).

### **Volunteers**

Where the school are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 183 to 188 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.<sup>5</sup>

The school may use volunteers to assist in handing out and securing COVID-19 test kits to students and staff members. Other duties may be required such as building test kits, cleaning down areas and directing people.

Any volunteers who, on an unsupervised basis, provide personal care in the school (even as a one-off), will be in regulated activity. This means that if a volunteer is administering a COVID-19 test, whilst un-supervised, they will be in regulated activity and therefore require an enhanced DBS check, including a check of the children's barred list.

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<sup>5</sup> Paragraph 183. Keeping Children Safe in Education (2020) (as amended, Jan 2021)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/954314/Keeping\\_children\\_safe\\_in\\_education\\_2020\\_-\\_Update\\_-\\_January\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf)

## Annex 1



Existing volunteers in regulated activity do not have to be re-checked if they have already had an enhanced DBS check, including a check of the children's barred list.

Where supervision is required, it must be:

- by a person who is in regulated activity.
- regular and day to day; and
- reasonable in all the circumstances to ensure the protection of children.

### **Children and online safety away from school**

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 Procedures 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 Trust's code of conduct and acceptable use of ICT policy.

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

When delivering remote learning:

- 1:1s should be avoided. Any session where the ratio is one staff member to three pupils/students or fewer should be recorded so that if any issues arise the video can be reviewed. The recording should be stored on the school's network in an area that can only be accessed by those staff who need to. It will be retained for a year<sup>6</sup>, after which time it should be deleted.
- Staff should not behave any differently towards pupils/students compared with when they are in school. They must never attempt to arrange any meeting, including tutoring sessions, without the full prior knowledge and approval of the school, and should never do so directly with a pupil/student.
- Staff should only use platforms specified by the school's SLT (senior leadership team) and approved by the Trust's Head of IT. Staff should not attempt to use a personal system or personal login for remote teaching or set up any system on behalf of the school without SLT approval.
- Secret recordings or screenshots of staff or pupils/students must not be taken during live lessons.
- Staff should conduct any video lessons in a professional manner, as if they were in school. This includes being suitably dressed, using professional and appropriate language and not being in a bedroom or bathroom. Where the use of a bedroom is unavoidable, it should be impossible to tell that it is a bedroom, even if the camera slips.

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<sup>6</sup> This period may be shorter where the recording is stored on the online platform used for remote learning and the provider has a shorter retention period.

## Annex 1



The camera view should not include any personal information or inappropriate objects and where possible the background should be blurred/changed.

- Similarly, pupils/students (and any other family members who may be seen or heard) should be suitably dressed and use appropriate language. Pupils/students should not access remote learning from a bedroom or bathroom. Where the use of a bedroom is unavoidable, it should be impossible to tell that it is a bedroom, even if the camera slips. The camera view should not include any personal information or inappropriate objects and where possible the background should be blurred/changed.
- If anything inappropriate happens - or anything which could be construed in this way – staff must immediately inform their line manager and keep a written record. This is to protect staff as well as pupils/students.
- Staff should look out for signs that a child may have been harmed or be at risk of harm, as they would if they were in school. Any concerns or disclosures must immediately be passed on to the Designated Safeguarding Lead or, in their absence, a deputy designated safeguarding lead, in line with the school's child protection procedures.

The school will ensure pupils/students who are being asked to work online know how they can raise any concerns whilst online, as well as reporting routes back to the school.

### **Supporting children not in school as they are following clinical or public health advice related to coronavirus (COVID-19)**

The school 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 communication plan is in place for that child or young person. Details of the plan should be recorded, as should a record of contacts made.

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

If staff have to use their own phone, they should withhold their number (e.g. dialling 141 before the number they are calling). The outgoing numbers must be deleted from the phone's call log, once they are no longer needed.

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

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



## Annex 1



St Edward's Academy recognises that school is a protective factor for children and young people, and the current circumstances can affect the mental health of pupils/students and their parents/carers. Teachers at the school will be aware of this in setting expectations of pupils/students' work where they are at home.

### **Supporting children in school**

The school is committed to ensuring the safety and wellbeing of all its pupils/students.

The school will continue to be a safe space for all children to attend and flourish.

The school will refer to the Government guidance for education and childcare settings on how to implement social distancing<sup>7</sup> and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19.

The school will ensure that where we care for vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded.

The school will also ensure that appropriate support is offered to all pupils/students with respect to their mental health.

### **Elective Home Education (EHE)**

The school will encourage parents/carers to send their children to school, particularly those who are vulnerable.

If a parent/carer raises the possibility of electing to home educate their child, the school will look to understand their reasons for doing so and try to dissuade them, including sending a letter making clear this view.

Where it is felt that there is additional cause for concern, the designated safeguarding lead will consider making a referral to the local authority in line with existing procedures. This will happen as soon as the school becomes aware of a parent/carer's decision to home educate.

The school will work with local authorities and, where possible, coordinate meetings with parents/carers to seek to ensure EHE is being provided in the best interests of the child. If a parent/carer wants to admit their child to the school, we will follow our normal processes for in-year admissions applications.

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<sup>7</sup>[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/963541/Schools\\_coronavirus\\_operational\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/963541/Schools_coronavirus_operational_guidance.pdf)

## Annex 1



### Contingency Planning

The school will ensure that for individuals or groups of self-isolating pupils/students and pupils/students who are shielding, we follow government guidance related to coronavirus (COVID-19) remote education plans.

The school will continue to operate as normally as possible. In the event that restrictions in schools are needed to help contain the spread of the virus, we will refer to the contingency framework<sup>8</sup>, which has been updated and outlines how schools should operate in the event of any restrictions.

### Support from the Unity Schools Partnership

The Trust lead on safeguarding will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

The Trust will also provide regular group supervision sessions (DSLs' meetings). This may take the form of an online meeting.

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<sup>8</sup> <https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings/contingency-framework-education-and-childcare-settings-excluding-universities>