

**Annex 1**



**COVID-19 phased return arrangements for Safeguarding and Child Protection at Sybil Andrews Academy**

**School name:** Sybil Andrews Academy  
**Policy owner:** Sarah Fisher  
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**Date shared with staff:** 09 June 2020

## **1. Context**

From the week commencing 15 June, we expect to be able to welcome back more children. This will happen in a phased way. Children of critical workers, and vulnerable children who are already eligible, will continue to be offered a place, regardless of the year group they are in.

This addendum to our Child Protection Procedures contains details of our safeguarding arrangements in the following areas:

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## 2. Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Sarah Fisher	01284 413400	sfisher@sybilandrewsacademy.co.uk
Deputy Designated Safeguarding Leads	Sophie Hamilton	01284 413400	<a href="mailto:shamilton@sybilandrewsacademy.co.uk">shamilton@sybilandrewsacademy.co.uk</a>
	Kirsten Putt	01284 413400	kputt@sybilandrewsacademy.co.uk
Headteacher	Trenica King	01284 413400	tking@sybilandrewsacademy.co.uk
Trust Lead on Safeguarding	Steve Watts	01440 333 400	swatts@unitysp.co.uk
Trust Director of Education	Rosemary Prince	01440 333 400	rprince@unitysp.co.uk
Chair of Governors	Tim Coulson	01440 333 400	tcoulson@unitysp.co.uk
Safeguarding Governor	Steve Watts	01440 333 400	swatts@unitysp.co.uk

## 3. Vulnerable children

During the coronavirus (COVID-19) outbreak, for the purposes of continued attendance at educational settings, vulnerable children and young people are defined as those 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, 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 are therefore in need of continued education provision - this might include children 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 who are young carers and others at the provider and local authority's discretion

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and their deputies) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

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. The lead person for this will be: Sarah Fisher.

Vulnerable children are expected to attend, 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 nursery/school where this would now be appropriate for them to do so. We, and other relevant partners, will work with and support the relevant 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
- 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's discretion, attendance is expected unless the child/household is shielding or clinically vulnerable

#### **4. Attendance monitoring**

We will resume taking our attendance register from 15 June and continue to complete the online Educational Setting Status form which gives the Department for Education (DfE) daily updates on how many children and staff are attending.

If the school has to close, we will complete the return once as requested by the DfE and notify the Local Authority.

We will continue to notify social workers where children with a social worker do not attend. We will also continue to follow up with any parent or carer whose child has been expected to attend and doesn't.

Initially we will aim to make contact with home through phone calls and emails but will also use other named contact should our direct contact with parents be unsuccessful. We will also follow up with the Locality Virtual School, social workers, Family Support Practitioners or other relevant agencies where appropriate.

To support the above, we will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

#### **5. Designated Safeguarding Lead**

Sybil Andrews Academy has a Designated Safeguarding Lead (DSL) and at least one Deputy DSL.

The Designated Safeguarding Lead is: Sarah Fisher

The Deputy Designated Safeguarding Leads are: Sophie Hamilton and Kirsten Putt.

We expect to have a trained DSL (or deputy) available on site. In exceptional circumstances a trained DSL (or deputy) will be available to be contacted via phone or video call - for example when working from home.

Where a 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 might include updating and managing access to the 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 the school.

It is important that all Sybil Andrews Academy staff and volunteers have access to a trained DSL (or deputy). On each day, the staff will be made aware of who that person is and how to contact them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which may be done remotely.

## **6. Reporting a concern**

As staff see individual children in person, they may identify new safeguarding concerns. Similarly, there may be an increase in disclosures of abuse and neglect, including exploitation and radicalisation, as children return to school. Staff must be alert to signs of abuse or neglect and be sensitive if children wish to speak with them, particularly if they are with an unfamiliar class.

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 includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS, they should contact the DSL (or one of the deputy DSLs). If they are unable to contact the DSL (or one of the deputy DSLs), they should contact the Headteacher. If they are unable to contact the Headteacher, they should contact the Trust Lead on Safeguarding.

Staff are reminded of the need to report any concern immediately.

Before pupils return, we will do all that 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.

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

Concerns about the Headteacher should be directed to the relevant Trust Director of Education:

Rosemary Prince      01440 333 400      rprince@unitysp.co.uk

The Trust will continue to offer support in the process of managing allegations.

## **7. Safeguarding training and induction**

DSL training is very unlikely to take place whilst there remains a threat of the COVID-19 virus (although the option of online training can be explored). 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 cannot attend refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should 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.

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 as long as:

- written confirmation (an email from the Headteacher's school email address will suffice) is received from their current headteacher that:
  - the individual has been subject to an enhanced DBS check, including a check of the children's barred list. That, if they will be undertaking teaching work, a prohibition check has been completed, and that, if they will have a management role, a section 128 check has been completed.
  - there are no known concerns about the individual's suitability to work with children
  - there is no ongoing disciplinary investigation relating to the individual

When they arrive at our school, we will:

- ensure that they have their photo ID badge and that the photo matches the individual presenting themselves for work. We will also photocopy the photo ID badge and get the person who saw the original to sign and date the copy.
- add a note to the SCR (Single Central Record) stating that their full details are recorded on the SCR at their school. Add the date written confirmation of the necessary checks was received from their headteacher, the date the childcare disqualification was completed (if applicable) and the date photo ID was seen.
- create a temporary HR file for the written confirmation from their headteacher, the childcare disqualification declaration (if applicable) and the signed and dated copy of their photo ID.

We will also 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.

## **8. 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. When recruiting new staff, Sybil Andrews Academy will continue to follow the relevant safer recruitment processes, 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.

See section 7, above, for arrangements where staff are deployed from another education or children's workforce setting to our school.

Where we are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

We 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.

We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct: referring a case' [guidance](#). During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that our school is aware of, 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. As such, Sybil Andrews Academy will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

## **9. Online safety in schools**

Sybil Andrews Academy will continue to provide a safe environment, including online. This includes the use of appropriate filtering and monitoring systems.

Where students are using computers in school, appropriate supervision will be in place.

## **10. 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.

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

Below are some things to consider when 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. 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, after which time it will be deleted.
- Live classes should be kept to a reasonable length of time, 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.
- Staff must only use platforms specified by senior managers and approved by the Trust's Head of IT to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

Sybil Andrews Academy will ensure children 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, age appropriate practical support is available from:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

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

- [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

## **11. Supporting children not in school**

Sybil Andrews 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 support in school, they will 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 may include remote contact, phone contact and 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.

Sybil Andrews Academy 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.

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

Sybil Andrews Academy recognises that school 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 Sybil Andrews Academy will be aware of this in setting expectations of pupils' work where they are at home.

## **12. Supporting children in school**

Sybil Andrews Academy is committed to ensuring the safety and wellbeing of all its pupils.

We will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

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 COVID-19.

We 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 CPOMS).

Where Sybil Andrews Academy has concerns about the impact of staff absence – such as the Designated Safeguarding Lead or first aiders – we will discuss them immediately with the Trust.

## **13. Peer on Peer abuse**

Sybil Andrews Academy recognises that given the different circumstance we are operating in, a revised process may be required for managing any reports of peer on peer abuse and supporting victims. Where Sybil Andrews Academy receives a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE and those outlined within the Safeguarding Policy and Child Protection Procedures.

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

Concerns and actions must be recorded (on CPOMS) and appropriate referrals made.

#### **14. Mental health**

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Where we have children of critical workers and vulnerable children on site, and/or more children returning to school from 1 June onwards, Sybil Andrews Academy will ensure appropriate support is in place for them.

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. Support for pupils in the current circumstances can include existing provision in the school (although this may be delivered in different ways, for example over the phone for those children still not attending provision) or from specialist staff or support services.

#### **15. 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.