

Addendum to the Ecclesbourne School Child Protection Policy 2019

Introduction

In response to the impact of the novel coronavirus on the school and its work, The Ecclesbourne School has adapted its safeguarding systems to meet the needs of vulnerable children in a time of uncertainty and change. However, these changes are in line and compliant with the following key documents:

- Keeping Children Safe in Education 2019
- Child Protection and Safeguarding Policy 2019
- DfE Guidance - Coronavirus Guidance on Vulnerable Children and Young People
- DfE Guidance - Guidance for schools about temporary closures
- Briefings from Derbyshire Local Authority on how to meet statutory duties as a school and LA

The school's underlying principles

Although we are operating differently to normal, we are still following these important safeguarding principles:

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

The school acknowledges the importance of remaining a safe place for children; however, the fewer children make the journey to school, and the fewer children in educational settings, the better we will be able to protect the NHS and save lives by reducing the risk of spreading the virus.

Where possible children should remain at home with their families unless they are the child of at least one key worker and there is no alternative childcare provision or a 'vulnerable child'. A vulnerable child is one that has a social worker or is under the age of 25 and has an EHCP. This does not mean, however, that all EHCP children are deemed as needed to be in school. This will be the decision of the school, parents and social services to determine. **If a child can be educated safely at home, then this is the preferred option.**

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have significant 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 school will explore the reasons for this directly with the parent/carer. A decision as to whether a vulnerable child will be in school or not will be decided in conjunction with the child's social worker, parent/carer and school.

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 DSL will lead the school on this.

The DSL is also aware that other children may be vulnerable but not meet one of the defining characteristics above. This can include a child on the edge of social services intervention, or with an underlying mental health need that is being addressed.

The school's underlying principles are regularly communicated to all stakeholders.

The role of the DSL

The DSL for the school is Clarissa Ourabi. Her contact details and those of the deputies are contained within the main Child Protection Policy. Her role is as follows:

1.To risk assess all vulnerable students using the following classification:

	High Risk - Child Protection Plan or S17
	Medium Risk - EHCP students/ other students with a social worker
	Low Risk - other students that the DSL and school have identified as vulnerable.

Red – will be contacted at least twice a week and will be offered a place to come into school if applicable. They have the contact details of the DSL and have been advised of other external providers they can access.

Amber - will be contacted at least once a week and have the contact details of the DSL and have been advised of external providers they can access.

Green - have been e-mailed details of how to contact the DSL if they need support. They have also been signposted to additional support they can access. This contact will continue on a fortnightly basis.

2.To be available at all times

The DSL has a school phone that is used for safeguarding purposes. This number is known to all members of Senior Leadership Team, the school administration team, the Local Authority and the parents of red students. All amber and green students and parents have the direct e-mail of the DSL which is in use 24 hours a day. The DSL is currently in school two days per week. The other three days the Head Teacher and another Deputy Head are in school and are available and fully aware of the needs of the vulnerable students through daily discussions and handovers. If any safeguarding issues emerge and the DSL is not on site then the Head Teacher and Deputy Head Teacher will contact the DSL via phone or Microsoft Teams where detailed discussion is deemed necessary.

3.To liaise with other staff and external agencies

All staff within school are aware of who the DSL is and how to contact her. She works very closely with the Head of Learning Support, Safeguarding Assistant and Pastoral Support Worker. All information is shared with the Head Teacher and the Deputy Head on duty during the week. The two Deputy DSLs are also fully aware of the risk assessments carried out and have a copy of the risk assessment document should they need to step in should the DSL become ill. The DSL will keep in regular contact with social workers either via phone or through other remote means.

4. To keep up-to-date records

The school uses My Concern for record keeping purposes. This can be accessed both in school and remotely. All welfare checks that have been carried out on the students deemed most vulnerable are recorded using My Concern. The Head Teacher, another Deputy Head, Pastoral Support Officer and Safeguarding Assistant are able to access My Concern should they need to.

5. To act as a point of contact for situations should they arise.

Where any safeguarding concerns arise, the DSL will always be the first point of contact. The reception staff at school have the direct number for the DSL and will contact her immediately. If the DSL is unavailable then the Head Teacher and Deputy DSLs are available next. The DSL will work closely with the external agencies and families to deal with the initial Safeguarding concern and then any following up situation that needs to be monitored and evaluated. This includes notifications of DV incidents.

6. To maintain the Safeguarding Centre on the school website

On our school website we have a Safeguarding Centre with advice for parents and up-to-date information on who to contact for different needs. The DSL is responsible for ensuring that this remains up-to-date at all times. Parents and staff have been signposted to this part of the school website.

7. To ensure that the students on the school site are safe at all times

The Ecclesbourne School has minimised the number of staff on site consistent with the safe operation of the school during partial opening to minimise infection as much as we possibly can. However, we have enough staff to ensure students can work while maintaining safe social distancing. Students have been instructed on washing hands and social distancing. This is reinforced on a daily basis. Parents complete a weekly form to alert us to who will be attending each day so we can follow up any unknown absences. At present there are only Ecclesbourne staff and our cleaning company operatives on site. All staff are fully DBS checked and other safeguarding requirements have been followed.

8. To keep abreast of National and Local Guidance and Statutory Guidance

The DSL and another Deputy Head are responsible for checking daily, the Local Authority information service 'Perspective Lite' for any daily bulletin and have signed up to receive up-to-date central government briefings and guidance. These bulletins are read, actioned upon and information shared to the directly impacted stakeholders. All information flows through the Head Teacher to ensure there is no miscommunication, missed information or duplication of information.

8. To quality assure Safer Recruitment

The school is recruiting remotely. However, we are continuing to follow the principles outlined in our Child Protection Policy 2019. All interviewees have undertaken Safer Recruitment training. Two references are followed up (one from the applicant's current employer) and a DBS is actioned. Until all the necessary safeguarding checks are carried out the school will not allow the employee to be on-site supervised or unsupervised.

Other Key Staff

The Head Teacher- The Head Teacher is responsible for co-ordinating the school's holistic response to the coronavirus pandemic and the partial closure of school. Communication to all stakeholders flows through the Head Teacher to ensure correct and timely communication is given. The Head Teacher works very closely with the DSL and has an overview of all vulnerable children. Daily briefings and handovers happen between the Head Teacher and DSL and all major decisions are taken in conjunction between the two.

The Deputy Head (Learning Services) - The Deputy Head (Learning Services) is responsible for the co-ordination of students on the school site. He keeps an up-to-date register of who is in school each day and liaises closely with parents to have a list of who we should expect. He also maintains the safety of students once they are on site and has a rota that minimises the number of adults that students will encounter whilst at the same time ensuring students are adequately supervised.

The Network Manager - Responsible for making sure that parents/carers of FSM children receive supermarket vouchers so they can provide lunch to the children. The school is using the on-line platform "Wonde". Maintains the learning platform SMH so that children are able to access learning resources. The Network Manager has conducted an audit of which students do not have access to the internet or laptop and has put plans in place to provide these so that no child is disadvantaged.

The Head of Learning Support- Responsible for co-ordinating the support of children with an EHCP. Alongside her LSOs she ensures work is differentiated as much as can be and keeps in regular contact with all EHCP students. This contact is recorded and shared with the DSL. Any concerns are flagged up with DSL and a plan of action is agreed by both.

Pastoral Support Worker- The Pastoral Support Worker is in school two days a week. She keeps in regular contact with the families she has been supporting via phone conversations. This information is recorded and any concerns that have arisen are shared with the DSL and actions are agreed between the two and put in place. There is regular contact through the week between the DSL and Pastoral Support Worker.

Safeguarding Assistant – Works closely under supervision of the DSL to ensure that accurate records are maintained for all students and recruited staff, supporting safer recruitment by undertaking all the necessary checks remotely to ensure compliance with safer recruitment practice in line with the Child Protection Policy 2019.

The Governors – The Head Teacher and DSL continue to work closely with the Chair of Governors and Safeguarding Governor to keep them fully informed of what is being done to safeguard students. The Head Teacher sends regular briefings to the whole Governing Body.

Child Protection Section 47 Enquiries

Preparation for carrying out a Section 47 enquiry should include specific measures to see or speak to the child in line with local safeguarding procedures.

Children and families may feel anxious about infection risks. Where this anxiety is present and families are reluctant to engage with social workers, social workers and other agency professionals should make contact with families and explain why it is essential that they have access to the home, or to see and speak to the children, to ensure they are safe and well. This need not always be through a face to face visit but it should be sufficient to reassure key professionals that the child is not currently at risk of harm.

There may, of course, be other reasons why families may refuse access and where they do and there is a risk to the life of the child or a likelihood of immediate serious harm, Local Authorities should follow the immediate protection procedures set out in "Working Together to Safeguard Children".

Online Safety

In school

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

Outside school

Where staff are interacting with children online, they will continue to follow the school's existing policies and Code of Conduct.

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 and Safeguarding Policy and where appropriate referrals should be made immediately to the DSL.

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

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

Mental Health and Well-being

The school will continue to offer its current support for learner mental health and wellbeing for all learners. Those that were identified prior to the school closure form part of our monitoring and recording process and regular contact is made. Should the school become aware of the any new students that need this support then they will be added to this process and checks will be carried out.

The school will also signpost all learners, parents and staff to other resources to support good mental health at this time using the school website.

When setting expectations for students learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health and well-being.

The school is aware that they can signpost families towards the Derbyshire Early Help Teams. The Derbyshire Early Help teams are closely aligned with the Mental Health Specialist Community Advisors and they will work together to provide the most appropriate support for children and families during the current COVID-19 pandemic. This will include online support from preventative services, specialist services and if appropriate the Crisis Teams will support children.

Resources are available and have been especially adapted to support children who may be anxious during social distancing and self-isolation; these are available from the DCC website and school staff can be guided to these resources by the local Early Help Teams.

Domestic Abuse

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

The school will continue to receive domestic abuse notifications via the Stopping Domestic Abuse Together (SDAT) initiative as will Children's Social Care. The Police are providing the existing responses and there is no change to practice. A welfare check will also be carried out by the school the outcome of which will be recorded on My Concern. These checks will be carried out by the DSL. If the DSL has additional concerns once a welfare check is carried out then they will contact Derbyshire Starting Point to share their concerns.

Keeping Records of who is on Site

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that the school is aware on any given day which staff will be in the School and so a rota is in operation and is maintained by the Deputy Head Learning Services. They will also ensure that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, the School will continue to keep the Single Central Record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

A register is taken daily of the students on site. Copies are given to the Head Teacher, Deputy Head Teacher and DSL. Each week parents are asked to complete a form to let the school know they intend to

send their child to school that week and on which days. Any child that was expected to be present and is not leads to an immediate phone call to clarify the reason for the absence. The register is used to complete a daily attendance return to the DfE.