



St Edward's
School

Unity - Achievement - Faith

Child Protection Policy Safeguarding Addendum

Next Review date: Summer 2021

The SLT will implement the safeguarding policy. This Addendum will additionally be implemented under the direction of the SLT, and may in some cases override elements of the main policy, in securing safeguarding practice under COVID-19, for the duration of the closure of the school, and until such time as the school may be considered to be fully operational on-site.

This policy has been reviewed in line with the 8 principles set out in the Single Equality Policy and an initial screening Equality Impact Assessment has been carried out

This Addendum to our Safeguarding policy sets out details of our safeguarding arrangements for:

1. Context
2. Version control and dissemination
3. Safeguarding priority
4. Current school position
5. Safeguarding partners' advice
6. Roles and responsibilities
7. Vulnerable children
8. Increased vulnerability or risk
9. Attendance
10. Reporting concerns about children and staff
11. Safeguarding training and induction
12. Safer recruitment/volunteers and movement of staff
13. Peer on peer abuse
14. Online safety
15. New children at the school
16. Supporting children not in school
17. Supporting documents/content

Context

The way schools are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual. Most children are no longer in a school setting and staff numbers have been affected by the outbreak.

This addendum of the St Edward's School Safeguarding Policy contains details of our individual safeguarding arrangements during school closure:

If during the course of our school closure you have any concerns regarding child protection and/or safeguarding issues which may arise either from your contacts with students or from information passed on to you, please do not hesitate to report these concerns ASAP via the email link below. During the school closure all safeguarding issues should be reported to heretohelp@st-edwards.poole.sch.uk

Schools have been asked to provide care for children who are vulnerable and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

Version control and dissemination

This is version 1.0 of this annex. It will be reviewed by our DSL or a deputy DSL on a weekly basis as circumstances continue to evolve or following updated Department for Education advice or guidance. It is available on the school website and is made available to staff by submitting a version to the schools Resource365 and signposting it via an "all staff" email.

We will ensure that on any given day all staff on school site will be aware of who the DSL and deputy DSLs are and how staff can to speak to them.

Safeguarding priority

During these challenging times the safeguarding of all children at our school – whether they are currently at home or in attendance – continues to be our priority. The following fundamental safeguarding principles remain the same:

- the best interests of children continue to come first
- if anyone in our school has a safeguarding concern, they will act immediately
- a designated safeguarding lead (DSL) or deputy DSL will always be available on site or via safeguarding phone/email
- no unsuitable people will be allowed to gain access to children
- children should continue to be protected when they are online.

Current school position

During the lock down period St Edward's School will remain open for students that are deemed vulnerable and children of key workers. All students that meet these criteria will be contacted to ascertain if they require a place in school for all of or part of the coming week. From this information staffing including senior staff and safeguarding personnel will be rota'd to be on site. External professional i.e. social care will also be consulted to determine any risk factors that students may have on an ongoing basis and provision will be provided when necessary.

On site only the 6th form building will be accessible to staff and students and recommended social distancing measures will be put in place.

All staff or other professionals attending on site from outside our school will be made aware of safeguarding risks and know how to act if they have concerns.

Students that are not on site will access work from home via resource365 and a weekly email of work sent to parents and carers.

St Edward's School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

The following protocols for working remotely during Covid-19 pandemic have been put in place and are designed to support and protect staff and safeguard students.

1. Communication between staff and students can only be through: School email, Microsoft Teams or via the 3CX phone System.
2. The use of staff images not to be made available to students.
3. Any safeguarding issue should be reported immediately to the DSL or deputy DSL via heretohelp@st-edwards.poole.sch.uk.

Safeguarding partners' advice

We continue to work closely with our safeguarding partners, and we will ensure this addendum is consistent with their advice. This will include expectations for supporting 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. The current advice is below.

- BCP - Updated Schools Watch advice
- Virtual Schools - Guidance on maintaining educational provision for children in care.
- BCP – Children missing in education guidance

Roles and responsibilities

The roles and responsibilities for safeguarding at St Edward's School remain in line with our Safeguarding Policy.

If possible, a Level 3 trained member of staff will be available on site during the school day. Where this is not possible, we will:

- have a trained DSL or deputy DSL available by phone and/or online video; or
- ensure we have access to the Local Authority's Designated Officer (LADO)

Where our DSL or a deputy DSL cannot be on site, then in addition to one of the above options we will also ensure a senior leader from the school takes responsibility for co-ordinating safeguarding on site.

Safeguarding Team

Mrs. Victoria Edgeler, Assistant Headteacher is the Designated Safeguarding Lead.

Mrs. Cannings, Mrs. Murphy Parry and Mr Hurley are Deputy DSLs.

All Senior Leaders have attended and are up to date with their Level 3 Safeguarding training.

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans.

Those who have a social worker include children who have a child protection plan and those who are looked after by the local authority. 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.

There is an expectation that vulnerable children who have a social worker will attend school, so long as they do not have underlying health conditions that put them at risk. Where a parent does not want their child to attend school, and their child is considered vulnerable, we will discuss this with the social worker and explore the reasons for this directly with the parent.

Where the school is unable to make contact with the parent or child, a risk assessment will be carried out before a home visit is conducted by school staff. The visit will take place in line with social distancing guidance from a safe distance i.e. end of house drive. The purpose of this visit will be to obtain "eyes on" the student and act as a reminder to parents/carers that accepting communication from school is both necessary and expected.

Those with an EHC plan will be risk-assessed by the schools SENCO in consultation with the local authority and parents to decide whether they need to continue to be offered a school 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.

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

Senior leaders in our school, especially the DSL (and deputies) know who our most vulnerable children are, and 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 children's social workers, adolescent support workers, family outreach workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

Increased vulnerability or risk

The safeguarding team at St Edward's School are acutely aware that negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff will be aware of this in setting expectations of pupils' work where they are at home. Where we are providing for children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for them.

St Edward's staff will be aware of the mental health of [children](#) and their [parents and carers](#) and will contact the DSL or a deputy if they have any concerns.

Attendance

Where a child is expected but does not arrive at school, we will follow our normal working attendance procedure and attempt to contact the family. If contact cannot be made, the DSL or a deputy DSL will be informed.

The DSL or a deputy will attempt to contact the parents through various methods, such as telephone, text, email or contact a relative in the first instance. If contact cannot be made or if the DSL or a deputy DSL deems it necessary, we will undertake a home visit or ask an appropriate agency to do so. A risk assessment will be carried out before any such visit is made to ensure staff the family are not put at risk.

Where a vulnerable child does not take up their place, we will notify their social worker.

Reporting concerns about children or staff

The importance of all staff acting immediately on any safeguarding concerns remains. Staff will continue to follow our Child Protection procedures and advise the DSLs of any concerns they have about any child, including those who are not attending school.

The varied arrangements in place as a result of the COVID-19 measures do not reduce the risks that children may face from staff or volunteers. As such, it remains extremely important that any allegations of abuse made against staff or volunteers attending our school are dealt with thoroughly and efficiently and in accordance with our Allegations Against Staff Policy.

Staff training and induction

For the duration of the COVID-19 measures, our DSL and deputy DSLs are unlikely to receive their refresher training. In line with government guidance, our trained DSLs and deputy DSLs will be classed as trained even if they cannot receive this training.

All current school staff have received safeguarding training and have read Part One and Annex A of Keeping Children Safe in Education. When new staff are recruited or volunteers join us, they will receive a safeguarding induction in accordance with our Child Protection Policy. These procedures remain in full affect throughout the duration of the COVID-19 measures.

If staff from another setting attend the school site then, in line with government guidance, we will not undertake any additional safeguarding checks if the setting providing those staff confirm that:

- the individual has been subject to an enhanced DBS and children's barred list check and, that in the opinion of that setting, nothing resulted from those checks that provided any caused for concern.
- there are no safeguarding investigations into the conduct of that individual.
- the individual remains suitable to work with children.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the school or gain access to children.

When recruiting new staff, we will continue to follow our Safer Recruitment policy.

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.

For volunteers we will continue to follow the checking and risk assessment process set out in paragraphs 167 to 172 of Keeping Children Safe in Education 2019. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to engage in regulated activity.

It is essential from a safeguarding perspective that we are aware, on any given day, which staff/volunteers are on our school site and that the appropriate checks have been carried out on those individuals. We will continue to maintain our single central record (SCR) during these measures to ensure we have this awareness.

Peer on peer abuse

We recognise that children can abuse their peers and our staff are clear about the school's policy and procedures regarding peer on peer abuse. All peer on peer abuse is unacceptable and will be taken seriously. We also recognise that abuse can still occur during a school closure or partial closure and between those children who do attend the school site during these measures.

Our staff will remain vigilant to the [signs of peer-on-peer abuse](#) and will follow the process set out in our Child Protection Policy.

Online safety

It is likely that children will be using the internet and engaging with social media far more during this time. Our staff are aware of the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use during this time to safeguarding and support children.

Our staff will follow the process for online safety set out in our Safeguarding Policy.

Staff who interact with children online will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member will follow the approach set out in this annex and report that concern to the DSL or to a deputy DSL.

New children at the school

Children may join our school from other settings. When they do, we will seek from those settings the relevant welfare and child protection information. This is relevant for all children that join us, but it will be especially important where children are vulnerable.

For vulnerable children we will ensure we understand the reasons for the vulnerability and any arrangements in place to support them. As a minimum we will seek access to that 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 VSH is).

Ideally this will happen before a child arrives but where that is not possible it will happen 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 SEN provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case our school senior leaders will take responsibility.

The DSL will undertake a risk assessment based on the information received, considering how risks will be managed and which staff need to know the information.

Supporting children not in school

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive additional pastoral support in school, they will ensure that a communication plan is in place to support that child. Details of that plan will be recorded in the safeguarding file for that child. It will be reviewed regularly to ensure it remains current during these measures.

Supporting documents/content

SCHOOLWATCH Procedure

For Bournemouth, Christchurch and Poole Schools/College

SCHOOLWATCH is a Dorset police process and it can only be triggered by the Control Room at Dorset Police Headquarters.

- If a school/College has information about a community safety incident which may pose a risk to children e.g. child approached inappropriately on the way home from school, the DSL or allocated staff member must contact the Control Room at Dorset Police Headquarters on 101 and state they have information for SCHOOLWATCH.
- The police will take all of the details from the school and decide if they need to trigger a SCHOOLWATCH.
- If this is the case, the Police will inform BCP Council via e mail headed Schoolwatch ChildrenYoungPeopleAndLearning@poole.gov.uk
- The LA will take all the details including an Incident Number. A copy of the Schoolwatch form will be completed by the Business Support Manager .
- The Business Support Manager will then contact all schools/College and contacts held within the Schoolwatch distribution group via an email and attach the form. The form will contain detailed information about the incident as well as contact information such as the allocated police officer. This will be sent as URGENT/HIGH PRIORITY to the school office and be copied to the Headteacher/Principal and DSL.
- The school will take appropriate immediate action based on the information received from School Watch e.g. contact all parents, remind children about stranger danger in line with KCSIE guidance.
- Any further updates relating to the incident will be emailed out as and when received.

Concern raised by parent, pupil, staff or public



Education setting is concerned e.g. about a suspicious person sited near the school setting or an encounter by a pupil travelling to/from school



DSL or allocated staff member telephones the police on 101 (or 999 if an emergency situation) and states SCHOOLWATCH or parent contacts police direct



The police respond to the incident using their SCHOOLWATCH procedures and notifies BCP and asks them to circulate the concerns to all schools/College/others as appropriate in BCP



The LA Business Support Manager completes the recording process and circulates to all schools/College/other professionals as listed situated in BCP



Schools send an urgent notification from Schoolwatch advising parents/staff/children

BCP Virtual School: Guidance on Maintaining Educational Provision for Children in Care.



(1st April 2020)

This document details the salient points from current guidance and outlines the Virtual Schools current expectations and offer of support. **It supercedes any previously issued communications from the Virtual School.**

The BCP Virtual School will not be maintaining a presence at Town Hall for the foreseeable future. Details of the Leadership Team duty rota with contact information will be regularly updated on the Virtual School webpages:

<https://www.bournemouth.gov.uk/childreducation/ChildrensSocialCare/LookedAfterChildren/VirtualSchoolForLookedAfterChildren.aspx>

<https://www.poole.gov.uk/children-and-families/virtual-school-for-looked-after-children/>

General enquiries can be emailed to: virtual.school@bcpcouncil.gov.uk

Virtual School Education Officers will continue to monitor their existing caseloads whilst schools are closed. Details of current staffing arrangements can be found on the Virtual School webpages.

The latest information and guidance from the DfE (including advice about social distancing in education settings) can be found here:

<https://www.gov.uk/search/all?organisations%5B%5D=department-for-education&order=updated-newest&parent=department-for-education>

The DfE's dedicated coronavirus helpline can be reached on 0800 046 8687

Deciding whether a Child in Care should attend education provision:

BCP Children's Services are committed to actively **encouraging vulnerable children to attend school** in line with government expectations.

The latest DfE guidance¹ is clear that there is an expectation that vulnerable children who have a social worker will attend education provision, so long as they do not have underlying health conditions that put them at severe risk. Furthermore, the guidance is clear that eligibility for this offer extends to all children who are in Care to the Local Authority.

It has been recognised that education can be instrumental in protecting care placements and the latest guidance reflects this – the moral imperative remains with schools to support CiC, particularly if doing so will provide placement stability.

Those Children in Care with an EHC plan should be risk-assessed by their school / education setting in consultation with the local authority and parents / carers, to decide whether they can safely have their needs met at home or whether they need the additional support that a school / college place can provide. Whilst provision for those CiC with EHCPs will be made on a needs basis, **schools should not a make unilateral decision that a child is safe and can have their needs met at home.**

¹ <https://www.gov.uk/government/publications/covid-19-school-closures/guidance-for-schools-about-temporarily-closing>

Foster carers who are over 70 or have an underlying health condition are advised to discuss the situation with their social worker to arrive at a decision **that is in the best interest of the child.**

Likewise, carers who have concerns about the health of anyone in their household should discuss these concerns with their social worker in the first instance.

In respect of Care Experienced Young People, the wider flexibility in the guidance allows schools to assess vulnerability on a case by case basis. The Virtual School will maintain its advice and guidance role with regard to those CEYP who are subject to Adoption, Child Arrangement and Special Guardianship Orders.

The Virtual School are asking that Social Workers continue to liaise with parents/carers and arrive at a decision on whether the child should be attending school in line with the most up to date guidance. Further guidance on the decision-making process will follow in due course.

Where the decision is taken that a Child in Care does not need to attend school (or other educational provision), then the social worker must notify that provision at the earliest available opportunity and then alert the Virtual School.

The Virtual School will monitor school attendance of Children in Care via its own attendance tracker, supported by Welfare Call where capacity allows.

Recording Attendance and safeguarding:

As of Monday 23rd March, educational settings should record attendance via the online forms at this link: <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

The Virtual School has live school attendance tracker which is regularly updated by VSEOs and colleagues from other agencies. This is being used to supplement the ongoing arrangement with Welfare Call and will continue throughout the period of school closure, Those Children in Care who are not attending school by mutual agreement will be coded with a # by Welfare Call.

Preferably, the Local Authority should be copied into school's daily attendance returns to the DfE as this is pertinent in case of CiN and CP children as well as those who are in Care.

If a child is expected to be in school and doesn't attend, then schools should be conducting safe and well checks as they normally would.

Schools should be making regular contact with all vulnerable pupils who are not in attendance.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the education setting should notify their social worker.

School leaders should anticipate that the cohort in attendance will remain fluid throughout the period of school closure and this should be reflected in any planning wherever possible. The Virtual School will work with commissioning teams and Children's Social Care to identify emerging cases of placement instability and endeavour to inform schools in good time so that provision to sustain care placement can be made

Support for Schools:

The Virtual School will operate as a key point of contact between the education sector and Children's Social Care and maximise the autonomy afforded it by using the Pupil Premium Grant to mitigate against identified issues and concerns.

The statement that schools will not deliver National Curriculum is intended to manage expectations rather than limit aspiration. Most schools will still deliver some education and the expectation is that some learning should be taking place. The Virtual School will support provision to enhance the learning of those CiC who are attending school wherever possible.

The Virtual School will work with schools and other providers to identify those pupils who are at risk of disengaging from education altogether following the indefinite period of school closure and commission additional support as appropriate. This will include the identification of those Year 11 pupils who are now at risk of becoming NEET

The Virtual School will continue to conduct PEPs remotely during the period of school closure as required. These will be in a revised format in response to the current situation.

The Virtual School will conduct PEPs for all CiC during the summer term. This will be done remotely if restrictions on movement and school attendance are not lifted. As schools reopen, target setting will prioritise the need for successful re-engagement with education and filling any gaps in learning that have emerged.

The Virtual School will work closely with schools to monitor the attainment of those children who have missed out on statutory assessments at EYFS and Key Stages 1 and 2 and intervene early where any gaps in learning are identified.

The Virtual School will liaise with Head teachers to ensure that all CiC who are not sitting exams at the end of Key Stage 4 achieve results that are a true reflection of their ability.

The Virtual School will work with schools to closely monitor the progress and attainment of the current Year 10 cohort. It will work proactively with schools to mitigate against the impact of missed schooling on pupil achievement at the end of Key Stage 4.

Where appropriate, the Virtual School will support schools to implement additional online learning resources and direct funding from the Pupil Premium + grant towards this.

Support for Home Learning:

Where a decision has been made for a Child in Care to remain at home, the Virtual School will support home learning.

The Virtual School has developed an offer of supplementary materials that has been made available to all pupils in the cohort, along with example timetables and schedules to support carers with facilitating home learning.

The Virtual School has a small number of Nimbl licenses available for those children who are identified as likely to benefit from them.

The Virtual School will also endeavour to provide printed resources for those children who have limited internet access or who would benefit from reduced screen time in the home.

From the start of the summer term, the Virtual School will be hosting weekly webinars for Foster Carers focusing on support for home learning and pupil wellbeing.

Contingency Planning:

It is likely that placement breakdowns will lead to school moves, and therefore an increase in pupil mobility is seen as inevitable. Where there is a change of placement, the child should remain on roll at their current school for the time being wherever possible. However, admissions authorities should be prepared for an in-year applications and have a process to support these in a timely fashion.

The Local Authority will intervene to source a suitable education in cases where the named provision does not have the capacity to meet the needs of CiC with ECHCPs. This includes when an independent (including specialist) provision chooses to close. In these cases, the Local Authority will adopt a multi-agency approach to sourcing a suitable education.

In the event that a school place is not available (including at a school other than the one at which the child is on roll), then the Local Authority will coordinate a local offer to maintain capacity. This is not solely the role of the Virtual School and will include a multi-agency response overseen by Corporate Directors.

URGENT REMINDER ABOUT CME/TAKING OFF ROLL

TAKING OFF ROLL:

In line with normal CME/Taking off roll procedures please ensure that the LA has been notified of all pupils that left immediately prior to school's closing.

In addition, you must:

- inform the LA via the usual CME/Taking off roll process of any pupils that were due to leave you since the schools have closed (including any that you were aware would be leaving you at Easter.)
- inform the LA of any pupils that were due to start with you but have been unable to.

CME

As an interim position until the DfE publishes guidance on how schools will be expected to monitor attendance and safeguard the pupils on their roles please report any child that:

- failed to attend in the week that the school closed and you remain unable to establish contact or ascertain their whereabouts.
- you are expecting to attend as 'Priority Additional Provision' but where you have been unable to establish contact. For any that have a social worker please discuss with them in the first instance.
- has been attending as 'Priority Additional Provision' and stops with no reason given and you are unable to establish contact. For any that have a social worker please discuss with them in the first instance.
- Any child that whilst you are not expecting them to attend, there is a plan to monitor their welfare, but you have been unable to make contact, or contact has ceased with no reason.

Any safeguarding concerns should be directed to the MASH following normal procedures.

In line with normal CME procedures, please ensure you have made every effort to make contact with the family, using all the means available to you including all emergency contacts.

Please help us keep everyone safe by completing the CME form fully and keeping us informed of any change in the situation so that home visits only have to be considered as a last resort.

To ensure that no child 'slips through the net' you must not remove a child from your roll until such time as the LA advises you to do so.

**Member of SLT responsible for oversight of the implementation and review of this policy:
Mr C Barnett**