

COVID 19 Annex

Beckfoot Trust Child Protection and Safeguarding Policy Guidance

Version 3.0: 21 September 2020

Context

This addendum was updated on 21 September 2020 and will be updated regularly in line with Local Authority and National guidance regarding the COVID-19 outbreak within the United Kingdom.

This annex to the policy seeks to clarify:

- practice around Child Protection and Safeguarding across Beckfoot Trust schools during the full opening of schools;
- the continued practice and support for those pupils who may need to access their education remotely, for all/some of the time for COVID related reasons;
- any updated advice received from the local 3 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;
- any specific safeguarding concerns that are specific to the current COVID-19 situation.

Staff working within schools at this time must ensure that they continue to work with the best interests of the child at the centre of their practice, remaining alert and vigilant always. If a member of staff has a concern about a child, they should act immediately, following the procedures set out in the Trust Child Protection and Safeguarding Policy.

During any further school closures, there will always continue to be a DSL available – both a CIT on-call DSL for any operating provision, as well as the school DSL available via phone or video link. The Beckfoot Trust will ensure that there is a whole institution approach to safeguarding by ensuring:

- there is capacity within all schools at all times to enable a DSL to respond to child protection and safeguarding during the pandemic;
- that all schools are kept up to date with changes to government guidance, policy and materials to support safeguarding;
- that there is a clear link between our safeguarding duties and Health and Safety risk assessments in all schools.

Designated Safeguarding Lead (DSL)

- Our Designated Safeguarding Leads will continue to work together to share best practice and expertise.
- All staff will read Part 1 of *Keeping Children Safe in Education 2020 (KCSIE 2020)*. Training has been arranged locally in all schools and messages tailored in relation to specific issues and concerns that may have arisen as a result of lockdown and those that are relevant to each school's local context.
- We are mindful of being extra-vigilant and are working sensitively to reassure our children and young people that schools are safe, and staff are available and ready to help and support.

- We are aware that some children may have found lockdown, the fear of coronavirus and the return to school stressful. Our schools are building in time in the curriculum for reflection.
- We are aware of the fact that DSLs may have more work than usual and are mindful of workload.
- It is important that relevant safeguarding and welfare information held on all children with is up to date on C-POMS and any changes regarding welfare, health and wellbeing have been noted.

Attendance *(Please also refer to the Trust Attendance Addendum V2.0)*

- All children are expected to return to school, unless they have an exceptional complex health concern, are self-isolating or are ill with coronavirus or otherwise ill.
- Whilst almost all children will to return to school, a very small number may not for exceptional reasons linked to COVID-19. It is important that regular contact is maintained with these children and their families. Where possible, staff should try to speak to the child directly, with parent/guardian present.
- Where there is worry or concern around non-attendance due to medical/health reasons, schools should follow the Trust procedures and make a referral to the Beckfoot Trust Clinical Lead Practitioner.
- Where pupils are not attending school due to COVID related reasons, e.g., self-isolation, quarantine, positive test etc... schools should keep in regular contact and use their safeguarding risk register to determine the frequency of phone calls and visits.
- In these cases, and where there is unexplained absence (more than 2 days) staff should follow the school's local attendance protocols to try to make contact, ascertain the reasons for absence and support a return.
- Social workers, for families who have an allocated social worker, should be contacted and a plan of action agreed to support school attendance.
- If there is a serious concern, a doorstep visit should be conducted and this should involve two members of staff. *(Please refer to the Trust Home Visits (non-teaching) Risk Assessment.*
- Staff members should not share cars during home visits to ensure they are following social distancing guidance.

Vulnerable children

- The DfE has defined vulnerable children as those with an EHC plan, children with a social worker and those who head teachers additionally deem vulnerable. The risk assessment in *Appendix 2* can be used to identify and plan support for children who schools have safeguarding concerns about following their return to school.
- Other children may be considered as vulnerable if they are on the edge of the threshold for receiving other external agency support, have a targeted early help plan, or a SEND diagnosis/more complex SEND. Risk assessment may continue to be used to support a full return to school.
- Schools will review registers daily and prioritise following up the absence of vulnerable children.
- If a child has an allocated social worker, and should be attending provision, the social worker will be informed on the same day if they do not attend. This will also be followed up with parents/guardians to discuss reasons for non-attendance.

Staffing

- All staff members will be provided with a copy of the *Trust Child Protection and Safeguarding Policy V.5.0*; any new local safeguarding arrangements; the current DSL arrangements and (for new staff) a CPOMS login and training/school referral procedure for logging a concern. They should read Part 1 of KSCIE (2020) and sign electronically to confirm on Civica.
- All staff newly employed will have had the same safeguarding and safer recruitment checks as any other staff member.
- If schools are interviewing for new staff during this time, they should follow Beckfoot Trust guidance for online recruitment during COVID-19.

Mental health provisions

- Beckfoot Trust recognise that negative experiences and distressing and sometimes traumatic life events, such as the current circumstances, can affect the mental health of children and their parents. Support will be offered by schools on a case by case basis. Where possible, provisions will still be offered from internal and external support/s via phone or email.
- Staff will need extra guidance in preparation for the full opening of school and the impact of the pandemic on children's mental health and wellbeing. This should include changes in behaviour and demeanour for those returning to school, and the mental health of those continuing to work from home.

Free School Meals

- In the case of having to move to a Tier 2 or 3 provision, or for students unable to attend for other COVID related reasons, schools will continue to provide food support for students who are eligible for Free School Meals
- It is most likely, this will be by providing weekly supermarket vouchers to each family with eligible children unable to attend. However, there is the option to provide a food parcel via the catering providers for each school.
- In a minority of cases it may be necessary to refer a family to a local foodbank service, to provide food shopping to them directly, or to deliver a meal from school.

Online safety for those attending school

- Whilst students are in school, they will continue to access the usual IT systems. Beckfoot Trust schools will continue to provide a safe environment, including online. This includes the use of an online filtering system.
- Where students are using computers in school, appropriate supervision will be in place.

Online safety whilst learning at home

- Young people are particularly vulnerable to grooming and to accessing inappropriate material during this period and all Trust schools should have online safety information published prominently on their website for parents and learners; sending regular updates as needed. DSLs/School leaders should contact the police if there are any serious concerns raised.
- Online learning offered by schools during this time will follow the same procedures set out in the school's behaviour policy and addendum, and will be followed up in this way, including the

acceptable use of technologies, staff pupil/student relationships and communication including the use of social media.

- Students will be offered an appropriate way of reporting any concerns whilst online, for example, a school email address.
- Students will be provided with advice and resources whilst working from home about staying safe online that are appropriate for their age group.
- Parents will be provided with guidance from the school around keeping their children safe online whilst working at home.
- Where peer-on-peer abuse between students may occur over the internet (through whatever channel), this may result in suspension / termination of access to systems until the incident has been investigated and dealt with. The DSL will oversee any incidents and ensure that any victim or perpetrator in school receives appropriate support.
- Where abuse of staff from students may occur online, this may result in suspension / termination of access to systems until the incident has been investigated and dealt with.
- Schools will only promote known and trusted educational platform/s.
- Further information regarding online safety whilst away from provision can be found in the Trust behaviour policy addendum. Staff and students should also read the Trust's Online Safety Policy.

Staff and Students and The Use of Technology for Online/ Virtual Safety

School leaders with their staff teams have available a range of online learning and communication platforms to support the delivery of learning and to check on the welfare of pupils. All staff should understand how to follow safeguarding procedures when planning remote education strategies and teaching remotely during the coronavirus (COVID-19) outbreak:

- The use of technology does present risks, some of which are particular to this medium.
- Teachers must be aware that risk of allegation and also the misuse of any recording cannot be entirely eliminated, although it can be minimised by following very strict protocol.
- Any decision to use technology interactively must be thought through very carefully and there must be strict guidelines for staff, students and parents to follow.
- We recognise that not all our pupils have access to the appropriate technology and the work we provide is never solely reliant on technology.
- All platforms such as Teams or Zoom will be used with the permission of the Headteacher
- Any interaction with learners by email or by any online platform will be conducted with the same level of professional formality as would be expected in the classroom and as expressed in the Professional Conduct Policy.
- Use parents' or carers' email addresses or phone number to communicate with pupils, unless this poses a safeguarding risk. Use school accounts to communicate via email or online platform, never personal accounts.
- If staff members are accessing families contact details at home they should comply with the Data Protection Act 2018.
- Staff should contact students by phone in the same way that they may during usual working practices using 3CX. Where there is no work phone or Teams option, the member of staff should use the 'caller withheld' option.
- All phone calls should be logged on C-POMS and the parent/carer spoken to along with the child or young person.
- The DSL will ensure that students and parents are regularly reminded that online safety is paramount, and advice on how to safeguard is given and publicised on websites.

- 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 following the guidance in the Safeguarding and Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, and where there is immediate risk of serious harm, to the police.

The guidelines detailed below are to ensure the safety of staff and pupils and should always be adhered to. It is important that senior leaders in schools are aware of any live conferencing and live streaming of lessons that are taking place daily and these are logged for reference:

1. Pre-recorded learning

- Where videos are provided, staff will follow the expected protocol for example, dress code followed, de-personalised space, neutral background, professional dialogue etc.
- All video interaction if it is agreed to go ahead, must be recorded, data protection must be taken into account. If staff want to record something to send to pupils this should be a 'one-way street' e.g. a You Tube video, broadcasts, podcasts.

2. Online video conferencing

- Parental consent must be sought before any interactive video sessions are provided and parents will be informed that sessions will be recorded and for what purpose. We would advise parents to supervise sessions where possible. See *Appendix 1* for a copy of the parental email consent form.
- No beds / bedrooms should be visible. If pupils are learning at a desk in a bedroom ask pupil to point camera away from anything that identifies the room as a bedroom, e.g. an innocuous wall.
- All should use appropriate language and be dressed appropriately.
- Pupils should be given the option of audio only to protect privacy if they wish.
- Two members of staff should participate in the live conferencing so that safeguarding can be assured, or the conference call should be recorded.
- If the call is to be recorded specific consent must be sought from the pupil and the parent. This can be done by e-mail prior to the call. The e-mails should be retained. This only needs to be done once, but care needs to be taken to ensure that pupils are not included in a call without the prior consent. See *Appendix 1* for a copy of the email consent form.
- Consider the appropriate use of microphones and chat functions.
- There is a link to a poster that includes *20 safeguarding tips for livestreaming lessons* [here](#)

3. Online individual welfare call

- Any one-one sessions, for example pastoral care meetings or welfare meetings online should be conducted with **two** members of staff so that safeguarding can be assured, or the conference call should be recorded.
- If the call is to be recorded specific consent must be sought from the pupil and the parent. This can be done by e-mail prior to the call. The e-mails should be retained. This only needs to be done once, but care needs to be taken to ensure that pupils are not included in a call without the prior consent. See *Appendix 2* for a copy of the email consent form.

4. Live Streaming (webinar) with e-mail only pupil interaction

- If live video and audio is being used, as with pre-recorded learning this should also be a 'one-way street'.

- The session would normally be recorded for teaching and learning purposes and can be reviewed later.
- Pupils should not be on screen or audio.
- Questions are normally submitted by e-mail as with a webinar.
- In some schools music tutors are using technology and DSLs and Headteachers have in this situation reviewed the protocol.

Review and Adaptation

The Trust will keep the arrangements detailed in this addendum under review. Risk assessments for individual learners are to be monitored by relevant pastoral staff. Amendments to operational procedures will be made as required and will be clearly communicated to all staff, learners and parents. A thorough review of the addendum will be undertaken at regular intervals and in response to tighter restrictions.

Appendix 1: Parental Consent Form for Online Video Conferencing/Calls

Schools should explain the context of the planned online video conferencing and give details of expectations and when and how it will be used. The following text/wording could be forwarded via email, or alternatively using Survey Monkey. (Support is available from The Trust Data and Research Manager, Kate Welsh, on the use of Survey Monkey to collect and collate responses).

Dear Parent/Carer

*'Please copy this statement into an e-mail, **amend the highlighted sections appropriately** and return to me before the planned first video call with your child. Of course, if you do not want your child to take part, they do not have to attend the meeting(s):*

General Data Protection Regulations

I have discussed the online conference call that school is planning to run with my child.

I **give/do not give** permission for the call, and future calls of a similar nature, to go ahead in line with Beckfoot Trust's Privacy Notice. I understand that the call will be recorded for safeguarding/future teaching purposes. (N.B. There is no need to sign or return the Privacy Notice - it is for information only).

Full Name of Pupil *name*

Form *xx*

Full Name of Parent/Guardian *name'*

For information only **(please do not sign or return the Privacy Notice):**

<http://www.beckfoottrust.org/wp-content/uploads/2018/05/Trust-Parent-Student-Privacy-Notice-V1.pdf>

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Beckfoot Trust Student Privacy Notice

We share students' data with the Department for Education (DfE) on a statutory basis. This data sharing underpins school funding and educational attainment
www.beckfoottrust.org

NB. The e-mail should be sent to and returned from the parent's e-mail account. If that is not possible a text message, again from a parental phone number would suffice. Paper correspondence should be avoided if at all possible.

Appendix 2: STAR Academies Safeguarding Risk Assessment Template (vulnerable children)

Introduction

This risk assessment considers the needs of vulnerable pupils for safeguarding purposes to prepare for the wider reopening of schools.

The format allows for the identification and recording of pupils within each Risk Category to enable schools to identify the relevant mitigating actions that are required to be put in place to meet their needs.

Where relevant, schools should have input from all professionals involved when assessing individual risk to pupils and families.

The template risk assessment refers to a COVID-19 Individual Pupil Risk Assessment. This is included in the supplementary document Template health risk assessments (pupils and staff) and can be found [here](#).

Guidance used within this document

[Guide for Full Opening: Schools](#)

[COVID-19: guidance on supporting children and young people's mental health and wellbeing](#)

[Safeguarding and remote education during coronavirus \(COVID-19\)](#)

[Coronavirus \(COVID-19\) support for parents and carers to keep children safe online](#)

COVID-19: Safeguarding risk assessment (vulnerable pupils) – Taken from STAR Academies Toolkit

School name:	Click here to enter text.	Principal:	Click here to enter text.
Year group:	Click here to enter text.	Designated Safeguarding Lead:	Click here to enter text.
Completed by - name:	Click here to enter text.		
Completed by – job title:	Click here to enter text.		
Assessment date:	Click here to enter text.	Review interval:	Click here to enter text.
Date of next review:	Click or tap to enter a date.		

Risk	Named pupils	Identified control measures	In place? (Yes/No)	Further action/comments
1. Pupils have suffered hard during the lockdown period. For example: <ul style="list-style-type: none"> Domestic abuse Physical, emotional, sexual abuse or neglect Online abuse Living with someone with a history of substance abuse 	<ul style="list-style-type: none"> Click here to enter text. 	<ul style="list-style-type: none"> Follow procedures outlined in the Child Protection and Safeguarding Policy when assessing the risks posed to pupils and their experience during the lockdown period. Ensure all staff are vigilant to the signs of abuse and neglect. Ensure where required, appropriate referrals are made to external agencies and pupils are supported through pastoral interventions. <div>Settings to add any site-specific arrangements</div> <ul style="list-style-type: none"> Click here to enter text. 	Choose an item.	<ul style="list-style-type: none"> Click here to enter text.
2. Vulnerable pupils did not engage with school during the lockdown period.	<ul style="list-style-type: none"> Click here to enter text. 	<ul style="list-style-type: none"> Review the risk assessment that was put in place with the social worker and family to determine if the pupil should stay at home during the lockdown period. Update the risk assessment to include agreed re-engagement strategies for return to school. Address any matters where the pupil is subjected to stigma as a result of attending school during the lockdown period. <div>Settings to add any site-specific arrangements</div> <ul style="list-style-type: none"> Click here to enter text. 	Choose an item.	<ul style="list-style-type: none"> Click here to enter text.
3. Pupils are no longer eligible for FSM. The pupil's entitlement has changed during the period of lockdown.	<ul style="list-style-type: none"> Click here to enter text. 	<ul style="list-style-type: none"> Where necessary, continue to provide additional support, such as food parcels. Review the frequency of this support at regular intervals. <div>Settings to add any site-specific arrangements</div> <ul style="list-style-type: none"> Click here to enter text. 	Choose an item.	<ul style="list-style-type: none"> Click here to enter text.

Risk	Named pupils	Identified control measures	In place? (Yes/No)	Further action/comments
4. Families have been impacted financially through job loss, reduction in income, housing instability, increased food and power costs.	<ul style="list-style-type: none"> Click here to enter text. 	<ul style="list-style-type: none"> There is access to designated staff for pupils to talk to someone about wellbeing/mental health. Where necessary, continue to provide additional support, such as food parcels. Review the frequency of this support at regular intervals. Schools to add any additional measures <ul style="list-style-type: none"> Click here to enter text. 	Choose an item.	<ul style="list-style-type: none"> Click here to enter text.
5. Pupils related to family members working directly with COVID-19 patients, are worried about them being at risk.	<ul style="list-style-type: none"> Click here to enter text. 	<ul style="list-style-type: none"> There is access to designated staff for pupils to talk to someone about wellbeing/mental health. Schools to add any additional measures <ul style="list-style-type: none"> Click here to enter text. 	Choose an item.	<ul style="list-style-type: none"> Click here to enter text.
6. Pupils with SEND were unable to fully access learning during the lockdown period.	<ul style="list-style-type: none"> Click here to enter text. 	<ul style="list-style-type: none"> Review the risk assessment that was put in place for the lockdown period with family and any other professionals involved. Ensure all paperwork is up to date in a timely manner, including annual reviews and target reviews. Put in place additional learning and emotional support that the pupil will need to reintegrate into school, including help to manage sensory issues and anxiety. Where appropriate, ensure pupils have access to support from external agencies e.g. speech and language therapy. Where social development has been impaired, create opportunities within the timetable to re-develop this skill set. Schools to add any additional measures <ul style="list-style-type: none"> Click here to enter text. 	Choose an item.	<ul style="list-style-type: none"> Click here to enter text.
7. Pupils have suffered bereavement.	<ul style="list-style-type: none"> Click here to enter text. 	<ul style="list-style-type: none"> There is access to designated staff for pupils to talk to someone about wellbeing/mental health. Where required, arrange bereavement counselling sessions with a professional counsellor. Schools to add any additional measures <ul style="list-style-type: none"> Click here to enter text. 	Choose an item.	<ul style="list-style-type: none"> Click here to enter text.
8. Pupils have been directly impacted by COVID-19, either through their own illness or their friends/family.	<ul style="list-style-type: none"> Click here to enter text. 	<ul style="list-style-type: none"> There is access to designated staff for pupils to talk to someone about wellbeing/mental health. Put additional support in place for pupils identified as young carers. 	Choose an item.	<ul style="list-style-type: none"> Click here to enter text.

Risk	Named pupils	Identified control measures	In place? (Yes/No)	Further action/comments
		Schools to add any additional measures <ul style="list-style-type: none"> Click here to enter text. 		
9. Pupils categorised as 'Extremely Clinically Vulnerable' or 'Clinically Vulnerable' themselves; or have family members who are categorised as such cannot attend school.	<ul style="list-style-type: none"> Click here to enter text. 	<ul style="list-style-type: none"> Current government guidance is being applied. Pupils who are 'Clinically Vulnerable' will have a 'COVID-19 - Individual pupil risk assessment'. This will have been completed in liaison with the school nurse or medical professional involved with the child or family. Ensure school has an updated medical register of pupils with underlying health conditions. Where risks cannot be mitigated, pupil to continue to learn from home. Schools to add any additional measures <ul style="list-style-type: none"> Click here to enter text. 	Choose an item.	<ul style="list-style-type: none"> Click here to enter text.
10. Pupils mental health has suffered due to increased anxiety during the lockdown period.	<ul style="list-style-type: none"> Click here to enter text. 	<ul style="list-style-type: none"> Review the impact of support that has been given during the lockdown period. Identify those who were receiving support before the lockdown period, and those who may require support following this, and ensure a plan is in place to support these pupils. Implement resources shared for 'Keeping Mentally Healthy' and top tips for schools. Schools to add any additional measures <ul style="list-style-type: none"> Click here to enter text. 	Choose an item.	<ul style="list-style-type: none"> Click here to enter text.
11. Pupils have experienced difficulties due to shared parental responsibility and living between two homes during the lockdown period.	<ul style="list-style-type: none"> Click here to enter text. 	<ul style="list-style-type: none"> There is access to designated staff for pupils to talk to someone about wellbeing/mental health. Arrange more formal counselling for any anxieties this may have caused. Put in place additional learning support as required. Schools to add any additional measures <ul style="list-style-type: none"> Click here to enter text. 	Choose an item.	<ul style="list-style-type: none"> Click here to enter text.