



Star

NURTURING TODAY'S **YOUNG PEOPLE**,
INSPIRING TOMORROW'S **LEADERS**

**ADDENDUM TO
SAFEGUARDING
(CHILD PROTECTION) POLICY
2019-2020**

**COVID-19 DURING SCHOOL
CLOSURES**



Document control

This document has been approved for operation within:	All Trust Schools
Date of last review	March 2020
Date of next review	April 2021
Review period	1 Year
Status	Addendum to Safeguarding Policy 2019
Owner	Star Academies
Version	1



Contents

Key safeguarding information	4
Context	4
Vulnerable children	5
Attendance recording and absence monitoring	5
Designated Safeguarding Lead	6
Reporting a concern	6
Safeguarding training and induction	6
Safer recruitment, volunteers and movement of staff.....	7
Online safety in schools.....	8
Online safety away from school	8
Supporting children not in school.....	8
Supporting children in school	8
Peer on Peer abuse.....	9
Star community hubs (including arrangements for non-Star pupils)	9
Support from the Trust.....	9



Key safeguarding information

Key Staff	
Designated Safeguarding Lead	Sumeya Bhikhu, Acting Principal Tel: 02476 220937
Deputy Designated Safeguarding Lead(s)	Shazia Akram Zubair Khalifa

Key External Contacts	
Police	West Midlands Police Foleshill Team Tel: 0845 113 5000 E-mail: foleshill@west-midlands.pnn.police.uk
Local Authority Children's Social Care	Southfields Old School, South St Coventry CV1 5EJ Tel: 02476 833333 mash@coventry.gov.uk
Local Authority Designated Officer (LADO)	Mark Goodard Tel: 02476 975483 E-mail: lado@coventry.gov.uk
Virtual School Headteacher (VSH)	Jim Horgan Tel: 02476 975535 E-mail: jim.horgan@coventry.gov.uk

Context

1. From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response, who absolutely need to attend.
2. Schools and all childcare providers were asked to provide care for a limited number of children, children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.
3. This addendum of the Star Safeguarding and Child Protection policy 2019 contains details of our individual safeguarding arrangements in the following areas:
 - Context
 - Vulnerable children
 - Attendance monitoring
 - Designated Safeguarding Lead
 - Reporting a concern
 - Safeguarding training and induction
 - Safer recruitment, volunteers and movement of staff
 - Online safety in schools
 - Online safety away from school



- Supporting children not in school
- Supporting children in school
- Peer on Peer abuse
- Support from the Trust

Vulnerable children

4. Vulnerable children include children who are supported by social care, those with safeguarding and welfare needs, including child in need plans, on child protection plans, 'looked after' children, young carers, disabled children and those with education, health and care (EHC) plans. School leaders may also want to include other children facing social difficulties.
5. Parents whose work is critical to the COVID-19 response include those who work in health and social care and in other key sectors. Many parents working in these sectors may be able to ensure their child is kept at home. Every child who can be safely cared for at home should be.
6. Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.
7. Schools will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead persons for this will be the schools' DSL and Designated teacher for looked after children.
8. There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and school will explore the reasons for this directly with the parent.
9. Where parents are concerned about the risk of the child contracting COVID-19, the school or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.
10. Schools will encourage vulnerable children and young people to attend a school, including remotely if needed.
11. Schools will continue to follow *Safeguarding guidance for schools in the event of a school closure SOP March 2020*.

Attendance recording and absence monitoring

12. From Monday 23rd March schools are closed to pupils and the # code should be used.
13. Schools are expected to provide ongoing provision for vulnerable children and the children of key workers either on site or through a hub.
14. The DfE has issued guidance on registering pupils from Monday 23rd March. Schools should complete the *Coronavirus_COVID-19_attendance_recording_for_educational_settings.xlsx* spreadsheet daily. A copy of the spreadsheet also needs to be sent to the Trust's Data Team by 10am. Schools also need to complete a short online web form notifying the DfE no later than midday each day. Detailed guidance can be found on the first tab of the spreadsheet available at Coronavirus (COVID-19): attendance recording for educational settings.



15. A tutorial is also available: <https://youtu.be/DiAS12rIF0E>.
16. A *Frequently Asked Questions (FAQs)* document created by the DfE can be located at <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings/educational-settings-self-reporting-online-form-frequently-asked-questions-faq>.
17. If a school closes to pupils because provision is being transferred to a hub, then the DfE web form should be completed on the day of closure to ensure the government is informed of this change in provision. No further submissions are required and the hub school will take on responsibility for recording attendance.
18. Absence procedures in line with *the Safeguarding guidance for schools in the event of a school closure SOP March 2020* should be followed.

Designated Safeguarding Lead

19. The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case, a trained DSL (or deputy) will be available to be contacted via phone or online video, for example when working from home.
20. 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.
21. The DSL will continue to engage with social workers and attend all multi-agency meetings, which can be done remotely.

Reporting a concern

22. Schools should continue to use their normal referral processes for any children where they have concerns, in line with the Trust's *Safeguarding Policy* (pages 32 to 37, points 153 to 190).
23. Schools should continue to use their normal referral processes for any adults working with children where they have concerns, in line with the Trust's *Safeguarding Policy* (pages 45 to 46, points 246 to 253).

Safeguarding training and induction

24. 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 miss their refresher training.
25. 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.
26. Where new staff are recruited, or new volunteers enter the school, they will continue to be provided with a safeguarding induction.
27. If staff are deployed from another educational institution or children's workforce setting to a Star school, Star will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-
 - the individual has been subject to an enhanced DBS and children's barred list check
 - there are no known concerns about the individual's suitability to work with children
 - there is no ongoing disciplinary investigation relating to that individual



28. For movement within Trust, schools should seek assurance from the home school or Star Central that the member of staff has received appropriate safeguarding training and the required checks have been completed in line with the Trust's *Recruitment and Selection Policy*.
29. Upon arrival, staff will be given a copy of the host hub's *Safeguarding and Child Protection Policy*, confirmation of local processes and confirmation of DSL arrangements.
30. All staff must maintain the view that '*it could happen here*' and report any concern to the DSL or Deputy DSL.

Safer recruitment, volunteers and movement of staff

31. 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, schools will continue to follow the safer recruitment processes in line with the Trust's *Recruitment and Selection Policy*, *Safeguarding Policy* (pages 40 to 43, points 217 to 232), and including, as appropriate, relevant sections in part 3 of *Keeping Children Safe in Education* (2019) (KCSIE).
32. 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. To ensure that the necessary DBS checks can still be carried out, the DBS ID checking guidance will be changed for a temporary period. For further information, please follow the link: <https://www.gov.uk/government/news/covid-19-changes-to-dbs-id-checking-guidelines>
The change will enable:
 - ID documents to be viewed over video link
 - scanned images to be used in advance of the DBS check being submitted
33. Where schools are utilising volunteers to work in regulated activity, Star will continue to follow the Trust's *Volunteer SOP* in line with the Trust's *Recruitment and Selection Policy* (page 31, points 37.1 to 37.8) and 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.
34. If volunteers are required to complete tasks that do not involve regulated activity with children e.g. delivering food to vulnerable adults, or supporting wider community initiatives then a risk-based approach should be taken in-line with the Trust's *Safeguarding Policy* (pages 42 -43, points 224 to 226) ensuring that appropriate supervision is provided where required. Schools should contact the Trust's HR Advisory team if they have any doubt about the correct process to follow.
35. Schools 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.
36. Schools 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 advice for making a referral.
37. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk
38. Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that any school is aware, 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, schools will continue to keep the single central record



(SCR) up to date in line with the Trust's *Safeguarding Policy* (pages 40 to 43, points 217 to 232) and as outlined in paragraphs 148 to 156 in KCSIE.

Online safety in schools

39. Schools will continue to provide a safe environment including online. This includes the use of an online filtering system.
40. Where students are using computers in school, appropriate supervision will be in place.

Online safety away from school

41. 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 *Safeguarding Policy* and where appropriate referrals should still be made to children's social care and as required, the police.
42. Teaching and learning webinars – safeguarding issues to consider:
 - Language and behaviour must be professional and appropriate.
 - Questions and answers from both staff and pupils must be professional and appropriate.
 - Any concerns of inappropriate language, question or answers raised in webinars from either staff or pupils to be passed on to Principal.
 - The live webinar should be recorded and backed up elsewhere, so that if any issues were to arise, the webinar can be reviewed.
43. Live webcams in teaching and learning – safeguarding issues to consider
 - No 1:1 teaching, class or groups only (no less than 5 pupils in one group or class as far as possible).
 - The live class should be recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed.
 - Data Controllers need to reassure themselves that any teaching/learning software and/or platforms are suitable and raise no privacy issues; or use cases against the providers terms and conditions (for example, no business use of consumer products).

Supporting children not in school

44. Schools will continue to follow *Safeguarding guidance for schools in the event of a school closure SOP March 2020*.
45. The school will share safeguarding messages on its website and social media pages.
46. Star 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 school need to be aware of this in setting expectations of pupils' work where they are at home.

Supporting children in school

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



49. Schools 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.
50. Schools 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 the school safeguarding platform.
51. Where schools have concerns about the impact of staff absence, such as the Designated Safeguarding Lead or first aiders, the Principal will discuss them immediately with their Trust Director.

Peer on Peer abuse

52. Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and in line with the Trust's *Safeguarding Policy* (pages 86 to 115, points 22 to 27).
53. The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.
54. Concerns and actions must be recorded on the safeguarding platform and appropriate referrals made.

Star community hubs (including arrangements for non-Star pupils)

55. Star schools will work collaboratively with local authorities to ensure all vulnerable children and those of critical workers, where required, can attend a school.
56. Schools will follow safeguarding arrangements outlined in the *Star Community Hubs: Guidance on Education and Care Provision for Vulnerable Pupils and Children of Key Workers*.

Support from the Trust

57. The Trust Central Safeguarding Team will continue to provide support and guidance as appropriate to enable the DSL to carry out their role effectively.
58. A weekly meeting will take place with the DSL to discuss outcomes of the ECM meetings and any remote support required.