



Addendum to Safeguarding Policy Covid 19 Strategy – January 2021

Academy Name: St Stephen Churchtown Academy

Key Trust Safeguarding Contacts:

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It is the academies' aim to always have a designated safeguarding lead on site. Where this is not possible, key contacts will be available for advice via telephone or on site visit where appropriate if working from home.

During this period of Covid 19, the same safeguarding principles remain and the [Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education) document will be adhered to as usual. Basic safeguarding principles will remain:

- Regarding safeguarding, the best interests of children must always continue to come first.
- If anyone in our academy has a safeguarding concern about any child they should continue to act, and act immediately.
- A DSL or deputy should always be available if not on the school site via phone call.
- If you cannot get hold of your key safeguarding leads at any point please contact one of the above-named Trust leads
- It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children.
- children should continue to be protected when they are online.

Vulnerable Pupils:

- All academies will hold a vulnerable list of vulnerable pupils to include the vulnerable categories below. The list must include why pupils are vulnerable and include key contacts, e.g., social workers.



- Each vulnerable pupil will have a key contact who will need to be assigned to each pupil who are responsible for making phone calls at least ONCE a week.
- This will be monitored by school leaders.
- For any pupils who are not attending and who are compulsory e.g., those on a CP plan / LAC, the social worker for that pupil will be notified. Weekly calls will still be made, and any concerns are shared with the social worker.
- All children on a CP plan must be in school. The conversation should be to inform the social worker of the whereabouts and/or choice of the family, and to ask the social worker if they are satisfied with this. If they are not, then it is the responsibility of the social worker to contact the family to resolve any issues. **Record the details of this call on MyConcern.**
- Pupils with an EHCP should be in school. Any pupils not in school should have an EHCP risk assessment outlining reasons why and the LA will need to be informed.

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people 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.
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
 - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services.
 - adopted children or children on a special guardianship order.
 - those at risk of becoming NEET ('not in employment, education or training')
 - those living in temporary accommodation.
 - those who are young carers
 - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
 - care leavers
 - others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health.

Local authorities have the key day-to-day responsibility for the delivery of children's social care. Social workers and VSHs will continue to work with vulnerable children in this difficult period and should support these children to access this provision.



There is an expectation that children with a social worker will attend provision, unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child – eg: the pupils have an underlying health condition that puts them at increased risk.

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

The academy has the flexibility to identify other pupils who do not fall in to the above 'vulnerable category'. Senior leaders may choose to offer places to those pupils that they deem vulnerable or those who may be close to receiving children's social care support.

Attendance

Most children are not expected to attend school and therefore are coded X.

For those vulnerable children and the children of critical workers who are attending school please code / \ as normal.

For sessions where vulnerable children and the children of critical workers are not attending school please refer to the flow chart for the most appropriate code to use.

The only time an X code can be used for a vulnerable child is where the child is shielding or self-isolating.

The department has introduced a [daily online attendance form](#) to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the department on the number of children taking up places.

A vulnerable register of all pupils in the hub will be recorded on an online recording system each day. This can be accessed by the central team who will monitor it closely. Pupils will be marked either present, or at home (see above). Comments will be made on the status of the vulnerable pupils who are home relating to phone contact that has been made by key workers linked to those pupils.

Hub leaders will monitor attendance on Friday of each week and decide whether further action may need to be taken to track down pupils who are they are concerned about. This will involve a phone call to the Aspire safeguarding team and may also lead to a phone call to MARU to discuss.

Vulnerable Children opting to remain at home:

- Each academy to nominate key contacts who will be responsible for contacting families to 'check in' on them.
- Phone contact will be made at least once a week. Do **not** use personal phone numbers.



- Weekly monitoring of contact must be academy leaders. Please notify a member of the safeguarding team by Friday at 12pm if you are concerned about a vulnerable pupil and cannot contact the family.
- Calls **must** be recorded on Arbor. Any safeguarding concerns should be recorded on My Concern.
- For those children who are on CP plans or LAC who do not attend, a call will be made to social care to alert them if there are concerns around non-attendance.
- Risk assessments for EHCP children.
- If contact is not made after 5 days, consider **CMIE** procedures - Contact MARU, or as a last resort carry out a welfare check. (follow welfare check Trust guidance)

VISITS / Operation Encompass:

- Any of these must be dealt with as normal inform key staff that need to know the information and support those pupils.
- They must be recorded on MyConcern on that pupil's individual record.
- Support must be put in place for the family if necessary.
- If a child is deemed vulnerable a decision is made whether they may be safer at school than at home.

Daily routine:

1. Complete the DfE register daily and upload it to the Aspire shared area, ensuring that the vulnerable pupil and social worker columns are completed.
2. Complete the vulnerable pupil register and add comments about calls / contact made.
3. Notify the safeguarding team if any children who move into these categories as the weeks progress via Teams messenger.
4. Let the safeguarding team know if arrangements for any of these children change.

Pupil Concerns

- Concerns must be treated with confidentiality.
- Any concerns must be logged on MyConcern and relevant referrals made to MARU or advice sought from MARU or the central safeguarding team.

Staff training and safeguarding induction:

All existing Aspire staff will already have had safeguarding training and have read part 1 of KCSIE.



Where new staff are recruited, or new staff / volunteers enter the academy, they should continue to be provided with a safeguarding induction and this will be online as well as an academy induction. Volunteers are not working in schools at this time.

An up-to-date child protection policy (described above) will support this process as part 1 of KCSIE.

Concerns about staff or agency staff

If any staff members have concerns about another member of staff who may pose a safeguarding risk to children, they should follow the principles in part 4 of KCSIE. They should contact the Aspire safeguarding team immediately and where appropriate contact the LADO and consider a referral if advised to. Leaders will also contact Neo to gain HR advice on possible action.

Single Central Record

The academy must continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE. The SCR can provide the means to log everyone that will be working in the academy on any given day, including any staff who may be on loan from other institutions. The SCR can also be used to log details of any letters of assurance from staff that are borrowed from other settings.

Aspire staff already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another academy to support the care of children.

If staff move to work temporarily in a Aspire academy, the Safer **recruitment/volunteers and movement of staff**

Academies will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of 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.

It is essential from a safeguarding perspective that any academy where staff will be in the school or college, that appropriate checks have been carried out, especially for anyone engaging in regulated activity.

The receiving academy should satisfy themselves that member of staff in their setting has had the required checks, including as required those set out in part 3 of KCSIE.

The receiving academy should seek assurance from the current employer rather than requiring new checks via a letter of assurance.



The academy will not be using volunteers during this period of emergency procedures.

Academies must continue to follow their 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 in paragraph 163 of KCSIE.

Academies should 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](#)'. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk. All referrals received by the TRA will continue to be considered.

Where referrals on serious safeguarding matters are received and it is deemed that there is public interest in doing so consideration will be given as to whether an interim prohibition order (IPO) should be put in place. The TRA will continue to process all cases but will not schedule any hearings at the current time.

Summary:

- 1.If Aspire staff move between academies to work in a hub, their name remains on their 'home' academy SCR
- 2.If Aspire staff work in another school outside the Trust, they must take a letter of assurance and carry ID (Aspire badge)

Online safety

We recognise that technology plays a key role in the facilitation of remote learning. To ensure that children are protected when engaging with learning online, we have a range of safeguards in place. Where a degree of interaction is required (either with staff or other pupils), this should only take place within systems approved by the Trust IT team. Live video/audio may be used as a means of communication between members of staff and pupils or between groups of pupils to support pupil wellbeing in accordance with [these guidelines](#).

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 Policy 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 code of conduct.

We 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 IF live video is used as a medium for communicating with children and families:

- 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 if necessary.
- Live sessions 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 the Trust to communicate with pupils
- Where possible, more than one member of staff should be present at the meeting. If this is not possible, recording the meeting is advised.

Online safety guidance is available to parents through individual school websites and is curated centrally. Online safety information is regularly promoted to parents through school and trust channels.

Devices issued to children for use in home learning circumstances follow the same filtering processes as devices used on school premises, including management and filtering.

Reporting concerns

Children and parents can report a concern by emailing safeguarding@iaspire.net

DFE guidelines

It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote online education.

Schools may wish to review the existing arrangements (including their child protection policy) to ensure they are appropriate and reflect remote online education, or whether additional or alternative arrangements need to be put in place.

Schools should consider referring teachers, parents and carers to the practical support that is available for reporting harmful or upsetting content as well as bullying and online abuse.

Health and Wellbeing - Staff



During the coronavirus pandemic Aspire Academy Trust acknowledge that there will be an immediate impact upon the health and wellbeing of staff.

A designated coronavirus group was assembled within Aspire, including key representatives from the Directorship and senior leadership team, to ensure that all emerging challenges and updates are reviewed and supported to minimise the impact, stress, and anxieties of staff in implementing these unprecedented changes.

It is the responsibility of the Trust to ensure staff can access a range of support, information, and guidance during this time; Remote access facilities must be available to support those who are working from home, shielding or self-isolated.

The guidance for staff is available through the Aspire Staff Hub, emails, and Teams. Guidance includes links to external websites, Aspire prepared resources, SAS counselling services and apps.

The following sub sections are set up and actively ready for staff to access:

- Pay, Terms and Conditions
- FAQs for Employees
- Health
- Mental Health
- Wellbeing & Thriving in your new normal
- Breathing Techniques for stress and anxiety
- Physical Health
- Staying well and mobile – Avoiding Joint pain
- SAS Counselling Services
- Domestic Abuse
- Government and NHS Publications

Mental health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Teachers should be aware of this by setting the expectations of pupils' work where they are at home. The department is providing separate guidance on providing education remotely.

Ongoing sessions have been put into place for key staff to have an opportunity to discuss with Julie Harmieson our TIS Lead, any issues. These sessions will focus on mental health and wellbeing for staff and pupils alike. Julie is providing feedback as well as power point slides to assist in this process. The sessions are available through TEAMS and will be reviewed regularly.

Links to helpful websites are available on the Aspire website:

<http://www.aspireacademytrust.org/1434/coronavirus-covid-19>. You can also read the guidance on [mental health and behaviour in schools and](#)



<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

Where they are providing for children of critical workers and vulnerable children on site, schools and colleges should ensure appropriate support is in place for them. Our guidance on mental health and behaviour in schools (which may also be useful for colleges) sets out how mental health issues can bring about changes in a young person's behaviour or emotional state which can be displayed in a range of diverse ways, and that can be an indication of an underlying problem. Support for pupils and students in the current circumstances can include existing provision in the school (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services.

All Aspire academies have a Mental Health Policy. All staff rotas will include staff trained as TIS practitioners. The Lead Inclusion Team can provide bespoke support and answer any queries relating to any issues, particularly around our most vulnerable children.

Our Educational Psychologists will be in touch with SENDCos to discuss any priority cases and there will be TEAMS meetings available for key staff and SENDCos with Evelyn Kyne Inclusion Lead. Details will be emailed out separately.