ATTAIN ACADEMY PARTNERSHIP

Child Protection Policy

During School Closure

January 2021

CHILD PROTECTION POLICY DURING SCHOOL CLOSURE FOR ATTAIN ACADEMY PRIMARY SCHOOL

	NAME (Role)
DESIGNATED SAFEGUARDING LEAD (Trust)	Mrs Edom-Baker (CEO)
DESIGNATED SAFEGUARDING LEAD: Bocking Street Primary School Cressing Primary School de Vere Primary School Elms Hall Primary School Gosfield Community Primary School Newlands Spring primary School) Rayne Primary & Nursery School	 Miss Tatlow (Headteacher) Mr S Caplan (Headteacher) Ms Jones (Headteacher) Mr Wood (Headteacher) Mrs Morgan (Headteacher) Mrs Hawkes (Head of School) Mrs Keeling (Headteacher)
DEPUTY DESIGNATED SAFEGUARDING LEAD: Bocking Street Primary School Cressing Primary School de Vere Primary School Elms Hall Primary School Elm Hall Primary School Gosfield Community Primary School Newlands Spring primary School) Rayne Primary & Nursery School	 Mr Carmoody (Business Manager) Mr Chambers (Deputy Headteacher), Mrs Brownsell (SENDCo) Mr Bloor (Deputy Headteacher), Mrs Champion Mrs Waller (SENDCO) Mrs Allen (SENDCO), Mrs Game (Deputy Headteacher Mrs Lindop & Mr Troughton (Assistant Headteacher), Miss Jones (Pastoral Manager) Mrs White (Assistant Headteachers), Mrs Gilbert (Senior Leader), Mrs Turner (SENDCO))
DESIGNATED SAFEGUARDING GOVERNOR: Bocking Street Primary School Cressing Primary School De Vere Primary School Elms Hall Primary School Elm HallGosfield Community Primary School Newlands Spring primary School) Rayne Primary & Nursery School	 Dr Bowser-Angerman Mrs Reynolds Mrs Gransden Mrs Marshall Mr Gardner Mr Tipper Mrs Payne
CHAIR OF LOCAL GOVERNORS: Bocking Street Primary School Cressing Primary School de Vere Primary School Elms Hall Primary School Gosfield Community Primary School Newlands Spring primary School) Rayne Primary & Nursery School	 TBC TBC Mr Savage Mrs Marshall Mr Gardner Mrs Dawson-Hand Mr Doy
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During this period of closure, if it is not possible to always have a Designated Lead (or Deputy) on school site, there will always be access to a Designated Lead or Deputy (Level 3 trained), either from our school, or another school or from the Local Authority

Working together towards success for all

Document Reference:	**Number:** MAT007-2	**Version:** 2021-1
Policy Approved and Minuted	**By:** Local Governing Body Signed:	**Date:**
Date of Next Review	August 2021	

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CHILD PROTECTION POLICY FOR ATTAIN ACADEMY PARTNERSHIP, DURING SCHOOL CLOSURE DUE TO COVID-19

1.   Introduction

Schools and their staff form part of the wider safeguarding system for children and, in conjunction with other agencies, they play a vital role in safeguarding children during the current emergency arrangements. This policy is an addition to our existing Child Protection Policy and has been produced to cover arrangements in place during school closure due to Covid-19.

This Child Protection policy is for all staff, parents, governors, volunteers and the wider school community. It forms part of the safeguarding arrangements for our school and should be read in conjunction with the following:

- the current Child Protection Policy
- Keeping Children Safe in Education (DfE, 2020)
- the school Behaviour policy;
- the school Staff Behaviour policy (sometimes called Staff Code of Conduct);
- the safeguarding response to children missing from education
- the role of the designated safeguarding lead (Annex B of KCSIE)

Safeguarding and promoting the welfare of children *(everyone under the age of 18)* is defined in Keeping Children Safe in Education as:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

2.   Current context / statutory framework

Schools have been instructed to close, although are required to offer a place to vulnerable children and children of workers critical to the COVID-19 response.   Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (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 provision, so long as they do not have underlying health conditions that put them at severe risk. In circumstances where a parent does not want their child to attend, and their child is considered vulnerable, we will explore (with the social worker) the reasons for this and to agree an appropriate plan for that child.

We obviously want to support all our children during this time and will consider making a place available to other children with vulnerabilities, although this will be in discussion with other professionals involved and based on a risk assessment process.

3.   Safeguarding procedures during the closure period

Clearly, we are working very differently during this period of closure. However, the principles within our existing Child Protection Policy still apply, as does the duty on all staff to safeguard children.

We have assessed the needs of all our pupils and put in place plans to support them and their families during this period of closure. These plans include an education offer (details of which have been shared separately with parents for their child) and arrangements to support pupils with their safety and wellbeing. These plans may include actions and interventions from other agencies, as we continue to work with partners to provide an appropriate level of support.

Arrangements for the School are detailed in the policy below, including information on
- Attendance monitoring
- Supporting children not in school
- Supporting children in school
- Reporting concerns
- Online safety

For vulnerable children (including those with a Child Protection or Child in Need Plan), existing plans will be reviewed in conjunction with other relevant agencies and updated to ensure they reflect the current situation and meet need. The school will work with the Virtual School Headteacher to support our children in care. Children with an Education Health and Care Plan (EHCP) will be assessed in consultation with the local authority, other involved agencies and parents.

It is recognised that many children with EHC plans can safely remain at home. During the closure period we will work with the local authority and parents / carers to produce a personalised plan that includes:
- Short term interim targets that have been agreed with the child and parent / carers
- Any agreed support to be provided by the team supporting the child (school, LA Education or SEND staff, Social Worker, Health professional)
- Regular reviews with the child and parent / carers

As always, all staff members have a duty to identify and respond to suspected / actual abuse or disclosures of abuse (See 6. Reporting a Concern). Any member of staff who receives a disclosure or allegation of abuse, or suspects that abuse may have occurred **must** report it immediately to the designated safeguarding lead (or, in their absence, the deputy designated safeguarding lead).

All action is taken in accordance with the following guidance;
- Essex Safeguarding Children Board guidelines - the SET (Southend, Essex and Thurrock) Child Protection Procedures (ESCB, 2019)
- Essex Effective Support
- Keeping Children Safe in Education (DfE, 2020)
- Working Together to Safeguard Children (DfE, 2018)

- 'Effective Support for Children and Families in Essex' (ESCB, 2017)
- PREVENT Duty - Counter-Terrorism and Security Act (HMG, 2015)

Where there is risk of immediate harm, concerns will be referred by telephone to the Children and Families Hub and / or the Police. Less urgent concerns or requests for support will be sent to the Children and Families Hub via the Essex Effective Support portal. The school may also seek advice from Social Care or another appropriate agency about a concern, if we are unsure how to respond to it. Wherever possible, we will share any safeguarding concerns, or an intention to refer a child to Children's Social Care, with parents / carers. However, we will not do so where it is felt that to do so could place the child at greater risk of harm or impede a criminal investigation. On occasions, it may be necessary to consult with the Children and Families Hub and / or Essex Police for advice on when to share information with parents / carers.

4.   Attendance monitoring

Local authorities and education settings do not need to complete their usual day-to- day attendance processes to follow up on non-attendance.

The school and social workers will agree with parents/carers whether children in need should be attending school – the school will then follow up on any pupil that they were expecting to attend, who does not. The school will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above the school will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

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

5.   Roles and Responsibilities

The names of those in our Trust and Academy with these specific responsibilities (the designated safeguarding lead and deputy designated safeguarding lead) are shown on Page 2 of this document.
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.

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.

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

It is important that all staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of who person is and how to speak to them.
The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

6.   Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Child Protection and Safeguarding Policies; this includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead, Head of School / Headteacher and the Trust Safeguarding Manager. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern immediately to the Head of School / Headgteacher. If there is a requirement to make a notification to the Head of School / Headteacher whilst away from school, this should be done verbally and followed up with an email to the Head of School / Headteacher.

Concerns around the Head of School / Headteacher should be directed to the Chief Executive Officer (CEO) or in their absence the Chair of Governors.

The Multi-Academy Trust will continue to offer support in the process of managing allegations.

7.   Records and information sharing

Well-kept records are essential to good child protection practice. Our school is clear about the need to record any concern held about a child or children within our school and when these records should be shared with other agencies.

Where there are concerns about the safety of a child, the sharing of information in a timely and effective manner between organisations can reduce the risk of harm. Whilst the Data Protection Act 2018 places duties on organisations and individuals to process personal information fairly and lawfully, it is not a barrier to sharing information where the failure to do so would result in a child or vulnerable adult being placed at risk of harm. Similarly, human rights concerns, such as respecting the right to a private and family life would not prevent sharing information where there are real safeguarding concerns. Fears about sharing information cannot be allowed to stand in the way of the need to safeguard and promote the welfare of children at risk of abuse or neglect. Generic data flows related to child protection are recorded in our Records of Processing Activity and regularly reviewed; and our online school privacy notices accurately reflect our use of data for child protection purposes.

Any member of staff receiving a disclosure of abuse or noticing signs or indicators of abuse, will record it as soon as possible, noting what was said or seen (if appropriate, using a body map to record), giving the date, time and location. All records will be dated and signed and will include the

action taken. This is then presented to the designated safeguarding lead (or deputy), who will decide on appropriate action and record this accordingly.

Any records related to child protection are kept on an individual child protection file for that child (which is separate to the pupil file). All child protection records are stored securely and confidentially and will be retained for 25 years after the pupil's date of birth, or until they transfer to another school / educational setting.

During this period, there may be occasions where we have children from another school attending our site, or where our pupils may have to attend another school. In these circumstances, relevant information will be shared between schools to ensure there is knowledge and an understanding of any safeguarding issues so that appropriate measures can be put in place to keep children safe. Information will be shared with relevant staff on a 'need to know' basis.

8. Interagency working

It is the responsibility of the designated safeguarding lead to ensure that the school is represented at, and that a report is submitted to, any statutory meeting called for children on the school roll or previously known to them. Where possible and appropriate, any report will be shared in advance with the parent(s) / carer(s). The member of staff attending the meeting will be fully briefed on any issues or concerns the school has and be prepared to contribute to the discussions. During this closure period, there are temporary arrangements in place and meetings will take place virtually (online).

9. Staff conduct

All staff members are made aware of the boundaries of appropriate behaviour and conduct and the principles in our Staff Code of Conduct still apply during this emergency period. We have adapted our policies to reflect the current arrangements to ensure they cover remote learning. The usual processes for reporting concerns about a member of staff apply.

10. Mental health and wellbeing

The mental health and wellbeing of all our pupils is always a priority and it is recognised that, without the protective factor of attending school, some of our children may be more vulnerable. This is a worrying and challenging time for everyone and we understand that families will be placed under additional pressures and may be coping with issues such as increased anxiety, financial difficulties, caring for children at home all the time and bereavement.

We want to continue to do all we can to support our pupils and it is vital, therefore, that we work in partnership with parents / carers to do so. Parents / carers should share any concerns about the wellbeing of their child with school, so appropriate support and interventions can be identified and implemented.

11. Online safety (for children away from school)

11.1   Online Safety in schools

The School 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.

11.2   Online safety (for children away from school)

We recognise that the majority of children will not be physically attending school and that it is likely they will be spending longer periods of time online, which may increase their vulnerability.

The breadth of issues within online safety is considerable. It can be categorised into three main areas of risk:

- **Content** - exposure to illegal, inappropriate or harmful material. For example, pornography, fake news, racist or radical and extremist views;
- **Contact** - subjection to harmful online interaction with other users. For example, commercial advertising and adults posing as children or young adults;
- **Conduct** - personal online behaviour that increases the likelihood of, or causes, harm. For example, making, sending and receiving explicit images, or online bullying

It is important for parents to be vigilant about their child's online activity and to inform the school of any concerns they may have about their child in this respect. We have provided parents with information on how to keep their children safe online and resources to support them to do this. Particularly useful websites are:

- CEOP (Child Exploitation and Online Protection)
- Childnet
- Internet Matters
- Net Aware
- NSPCC
- Parent Info
- Safer Internet

Staff are aware that children are vulnerable to being bullied or groomed for abuse or radicalisation online. Staff will be vigilant to any signs that that this may be occurring and report any concerns in the usual way.

It is important that parents make the school aware of any concerns they may have about the online activity of their child, or any particular vulnerability they may have in this respect.

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 MAT code of conduct. The school 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 when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only
- Music tuition may be 1:1 where parents have given explicit consent
- 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.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes 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 provided by the school to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

12.   Peer on Peer Abuse

The school recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

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 of those outlined within the Child Protection Policy.

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.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

13.   Supporting children not in school

The school is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as should a record of contact have made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

The school and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

The school 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 need to be aware of this in setting expectations of pupils' work where they are at home. (See Mental Wellbeing above)

The school 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 CPOMS.

14.   Supporting children in school

The school is committed to ensuring the safety and wellbeing of all its students.

The school will continue to be a safe space for all children to attend and flourish. The Head of School will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

The school 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 COVID19.

The school 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 CPOMS.

Where the school has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the trust.

17.   Support from the Multi-Academy Trust

The Multi-Academy Trust (MAT) Central Safeguarding Team will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.