

APPENDIX 5 – KEY COVID-19 RELATED CHANGES TO CHILD PROTECTION AND SAFEGUARDING POLICY

UNITED LEARNING TRUST

Sheffield Springs Academy

Wednesday 6th January 2021

CHILD PROTECTION AND SAFEGUARDING POLICY (APPENDIX 5)

CONTEXT OF THIS APPENDIX

Schools and colleges will have an effective child protection policy in place reflecting business as usual. Appendix 5 outlines changes to arrangements as a response to Covid-19 arrangements either nationally or locally.

The policy continues to have regard to all local and national guidance, advice, procedures and practice as set out in the main body of this policy. It also has regard for relevant Department for Education guidance provided in response to COVID-19.

- **Contingency framework: education and childcare settings (excluding universities) – DfE (01/01/21)**
- **Guidance for full opening: schools – DfE (30/12/20)**

KEY AREAS

- Statutory Guidance
- Designated Safeguarding Leads
- Attendance (Vulnerable Children)
- Attendance
- Remote Education
- Alternative Provision
- Pupil Wellbeing and Support
- Support from United Learning

STATUTORY GUIDANCE

[Keeping children safe in education](#) is statutory safeguarding guidance that all schools, FE colleges, sixth form colleges and designated institutions must continue to follow. Other 16 to 19 providers are required to comply with relevant safeguarding duties and to follow the guidance in keeping children safe in education by virtue of their funding agreement.

Early years providers must continue to follow the safeguarding requirements in section three of the [Early Years Foundation Stage framework](#)

There should be no change to local multi-agency safeguarding arrangements, which remain the responsibility of the 3 safeguarding partners (local authorities, clinical commissioning groups and chief officers of police).

DESIGNATED SAFEGUARDING LEADS

It is expected that schools and FE providers will have a trained DSL (or deputy) available on site. However, it is recognised that for some schools and FE providers there may be operational challenges to this. In such cases, there are two options to consider:

- a trained DSL (or deputy) from the early years setting, school or FE provider can be available to be contacted via phone or online video, for example working from home
- sharing trained DSLs (or deputies) with other schools or FE providers (who should be available to be contacted via phone or online video)

Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take responsibility for co-ordinating safeguarding on site.

ATTENDANCE (VULNERABLE CHILDREN)

Where the contingency framework is implemented, primary schools should continue allowing all children to attend.

Where evidence supports limiting attendance in primary schools, the DfE may advise that only vulnerable children and children of critical workers should be allowed to attend. High-quality [remote education](#) should be provided for all other pupils.

Where the contingency framework is implemented, secondary schools should only allow vulnerable children, children of critical workers. High-quality [remote education](#) should be provided for all other pupils.

Where the contingency framework is implemented, boarding schools should follow the guidance for primary and secondary schools for determining which children should be taught in the classroom. Children who are not to be taught in classrooms but who cannot return home should receive high-quality [remote education](#) in their boarding houses.

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, adopted children, 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) and others at the school's and local authority's discretion.

The school will take steps to ensure that all vulnerable children and young people are able to access full-time on-site provision. All instances of non-attendance from vulnerable children and young people will be followed up by the school. Schools should:

- Where the child has a social worker/allocated worker, inform them that the child is not attending.
- Work together with the local authority and social worker/allocated worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance, considering the child's circumstances and their best interests.
- 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 that has been made.

The school will also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

ATTENDANCE

The school will bear in mind the potential concerns of pupils, parents and households who may be reluctant or anxious about attending school and put the right support in place to address this. This may include pupils who have themselves been shielding previously but have been advised that this is no longer formally advised, those living in households where someone is clinically vulnerable or extremely vulnerable, or those concerned about the possible increased risks from coronavirus (COVID-19), including those from black, Asian and minority ethnic (BAME) backgrounds or who have certain conditions such as obesity and diabetes.

If parents of pupils with possible risk factors are concerned, the school will discuss their concerns and provide reassurance of the measures they are putting in place to reduce the risk in school. The school will be clear with parents that pupils of compulsory school age must be in school unless a statutory reason applies (for example, where the contingency framework is implemented).

All pupils who are not expected to be in school, should be recorded as 'code X'.

Children for whom on-site provision is being provided should be recorded in line with the normal [school attendance](#) requirements.

Shielding advice is currently in place in tier 4 areas, and so all children still deemed clinically extremely vulnerable are advised not to attend school.

REMOTE EDUCATION

The DfE has produced guidance for [getting help with technology for remote education](#).

United Learning has produced a 'Live streaming lessons safeguarding checklist' that all staff should have read and understood.



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Support on delivering online remote education safely is available from:

- [safe remote learning](#), published by SWGfL

- [online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- the National Cyber Security Centre, which includes [which video conference service is right for you](#) and [using video conferencing services securely](#)
- [safeguarding and remote education during coronavirus \(COVID-19\)](#)
- annex C of [keeping children safe in education](#)

ALTERNATIVE PROVISION

Where the contingency framework is implemented, alternative provision (including pupil referral units, AP academies, AP free schools) should continue to allow all children or pupils to attend full-time.

PUPIL WELLBEING AND SUPPORT

Where possible, the school will continue to:

- address and equip pupils to respond to issues linked to coronavirus (COVID-19).
- support pupils with approaches to improving their physical and mental wellbeing.
- provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible.

SUPPORT FROM UNITED LEARNING

United Learning Central Office will provide support and guidance as appropriate via the Safeguarding Lead to enable the DSL to carry out their role effectively.