

# St Charles RC Primary School

## COVID-19 Update for Safeguarding Policy

2020



*Our mission at St. Charles RC Primary School is to try and centre our life in Jesus Christ, the spiritual foundation of our community.*

*We aim to pass on the faith we share in partnership with you.*

*We want the children in our care to grow and develop to their full potential within a caring Catholic community which recognises fully their true worth and God given talents. We look forward to working with you in a spirit of mutual trust and support.*

*We take pride belonging to St. Charles RC Primary School.*

### MISSION STATEMENT

**As a family of God, we love to learn and learn to love**

### Introduction

From 20<sup>th</sup> 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. From June 1<sup>st</sup> 2020 some children will return to school.

## Key contacts

Role	Name	Contact number	Email
Designated safeguarding lead	Clare Campbell Headteacher	0161 794 4536	<a href="mailto:clare.campbell@salford.gov.uk">clare.campbell@salford.gov.uk</a>
Deputy safeguarding lead	Nicola Drake Assistant Head	0161 794 4536	<a href="mailto:nicola.drake@salford.gov.uk">nicola.drake@salford.gov.uk</a>
Deputy safeguarding lead	Clare Brown Deputy Head	0161 794 4536	<a href="mailto:clare.brown@salford.gov.uk">clare.brown@salford.gov.uk</a>
Chair of governors	Stuart O'Brien	0161 794 4536	<a href="mailto:stuart.obrien2@ntlworld.com">stuart.obrien2@ntlworld.com</a>
LADO	Roisin Rafferty	0161 603 4350	<a href="mailto:roisin.rafferty@salford.gov.uk">roisin.rafferty@salford.gov.uk</a>
The Bridge	Salford Council	0161 603 3500 8.30-4.30pm 0161 794 8888 Emergency duty team	<a href="https://www.salford.gov.uk/children-and-families/safeguarding-children/worried-about-a-child/">https://www.salford.gov.uk/children-and-families/safeguarding-children/worried-about-a-child/</a>

## Vulnerable children

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 (EHCP) 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.

Those with an EHC Plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated safeguarding Lead and deputies know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

We 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 for looked after and previously looked after children.

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 will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID-19, the social worker will talk through these anxieties with the parents/carers following the advice set out by Public Health England.

Vulnerable children will be encouraged to attend school remotely if needed.

### **Attendance monitoring**

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

To support the above, we will when communicating with parents 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 attend school or discontinues, the social worker will be notified. The school will resume taking the attendance register when more groups of pupils begin to return to school. The school will record who has informed them that they will still be educating their child at home and who they expect in. Please see guidance below:

### **Pupils who are not eligible to attend a session**

This includes any pupil who is not in an eligible year group or priority group (children of critical workers and vulnerable children). This may also include children who are in an eligible year group, but are not required in school for a specific session (e.g. Friday afternoon school closure at 12.00pm)

They should be recorded as code X not required to be in school. Temporarily, code X can be used for compulsory school age children – usually it is only used when non-compulsory school age children are not expected to attend.

Pupils who are eligible to attend a session but do not:

This includes children in eligible year groups, children of critical workers and vulnerable children, such as:

- Where a pupil is shielding, self-isolating or the pupil has an education, health and care plan (EHCP) and their risk assessment says that their needs cannot be safely met in school, they should be recorded as Y (unable to attend due to exceptional circumstances) Temporarily code Y can be used where a pupil is prevented from attending school due to the following government guidance on coronavirus. To help you to complete the educational setting status form, you should note whether the absence is due to shielding or isolation

- Where a pupil cannot attend school due to illness, as would normally be the case the pupil should be recorded as code I illness. To help you complete the educational setting status form, you should note whether the illness involves coronavirus symptoms
- Where a pupil does not attend school – despite being eligible and is not shielding, self-isolating, unable to attend due to illness, nor has an EHCP risk assessment saying their needs cannot be safely met at school, the pupil should be recorded as code C (leave of absence authorised by the school) where no other authorised absence code is appropriate
- At this time, all absence should be classed as authorised
- Due to the staggered timings the school will close the register at staggered times

### **Designated Safeguarding Lead**

The optimal scenario is to have a trained DSL or deputy available on site at all times, where this is not the case a trained DSL or deputy will be available to be contacted via phone.

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.

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 that 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.

### **Reporting a concern**

Where staff have a concern about a child, they should continue to follow the process outlined in the school safeguarding policy. 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 to the head teacher. If there is a requirement to make a notification to the head teacher whilst away from school, this should be done verbally and followed up with an email to the head teacher.

Concerns around the head teacher should be directed to the Chair of Governors

### **Safeguarding training and induction**

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. 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.

All existing school staff have has safeguarding training and have read Part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter school, they will continue to be provided with a safeguarding induction.

If staff are deployed from under another education or children's workforce setting to our school, we 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 the individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

### **Safer recruitment/volunteers and movement of staff**

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 we will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (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.

Where we are using volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167-72 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. We 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.

We 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.

During the COVID-19 period all referrals should be made by emailing [misconduct.teacher@educatio.gov.uk](mailto:misconduct.teacher@educatio.gov.uk)

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, we will continue to keep the single central record (SCR) up to date as outlined in paragraphs 1480156 in KCSIE.

## **Online safety in schools**

We 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.

## **Children and online safety away from school**

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.

We will ensure any use of online learning tools and systems is in line with privacy and data protection/GPDR requirements.

## **Supporting children not in school**

We are committed to enduring the safety and wellbeing of 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 support in school, they should ensure that a robust communication plan is in place for that child.

Details of this plan must be recorded in accordance with school recording procedures.

The communication plans can include, remote contact, phone contact, door-step visits, other individualised contact methods should be considered and recorded. We will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly and where concerns arise the DSL will consider any referrals as appropriate.

The school will share online safeguarding messages on its website and social media pages. We recognise that our school is a protective factor for children and the current circumstances can affect the mental health of pupils and their parents/ carers. Teachers need to be aware of this in setting expectation of pupils' work where they are at home. We 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.

## **Supporting children in school**

We are committed to ensuring the safety and wellbeing of all our students and we will continue to be a safe space for all children to attend and flourish. The head teacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety. We 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 hand washing and other measures to limit the risk of the spread of COVID-19. We 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. Where we have concerns about

the impact of staff absence – such as our DSL or first aiders, we will discuss them immediately with governors.

### **Peer on peer abuse**

We recognise 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 Safeguarding 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 in the usual manner.

### **Well being**

Mental health has a link to safeguarding and can manifest in behaviour that can be seen as misbehaviour. Further information has been written into the schools risk assessment.

### **Equal Opportunities**

St Charles RC Primary School has universal ambitions for every child, whatever their background or circumstances. Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated.

Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. We believe in ‘valuing what the child brings to school’ and recognise the importance of supporting a child’s first language, not only to foster self-esteem, but to assist in the learning of English.