



# Child protection and safeguarding: COVID-19 addendum

**COWLEY INTERNATIONAL COLLEGE**

|                     |                    |   |
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| Approved by:        | <b>P A Livesey</b> | Date: <b>20<sup>th</sup></b> April 2020 |
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## Important contacts

| ROLE   | NAME  | CONTACT DETAILS              |
|--|---|------------------------------|
| Designated safeguarding lead (DSL)   | <i>Paul A Livesey</i>   | <i>01744 678030 / 746820</i> |
| Deputy DSL   | <i>Deborah Faulkner<br/>Chris Dickinson<br/>Paul Leadbeater</i> |                              |
| Other contactable DSL(s) and/or deputy DSL(s):                                   |   |                              |
| Designated member of senior leadership team if DSL (and deputy) can't be on site |   |                              |
| Headteacher  | <i>Mr Cameron Sheeran</i>                                       |                              |
| Local authority designated officer (LADO)  |   |                              |
| Chair of governors   | <i>Mrs Margaret Bellis</i>                                      |                              |

## 1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our 3 local safeguarding partners St Helens Safeguarding Children's Partnership and St Helens local authority (LA).

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
  - With a child protection plan
  - Assessed as being in need
  - Looked after by the local authority
- Have an education, health and care (EHC) plan

## 2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online

## 3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

During the time covered by this addendum, any concerns must be reported by email to the DSL, [paul.livesey@sthelens.org.uk](mailto:paul.livesey@sthelens.org.uk) without delay

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

## 4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

We will keep all school staff and volunteers informed by as to who will be the DSL (or deputy) on any given day, and how to contact them.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

## 5. Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our 3 local safeguarding partners
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

## 6. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers. Cowley Safeguarding Lead is contacting all CLA pupils, twice a week and liaising with social workers. All pupils that are on the NIROFTE list are being contacted 3 times per week to see if they are need of additional support. Any pupils that have needed support or interventions by school that are also open to CP, EHAT or social care will be contacted by school staff in addition to social care being made aware that the pupil is not attending. Pupils on role at the Beacon (it has been agreed) that these pupils will be contacted by the Beacon staff and that the school Safeguarding Lead will be updated if any additional support is needed. Alternative Provision Pupils (it has been agreed) that these pupils will be contacted by Alt Ed providers and updates will be sent through to the school Safeguarding Lead, if any additional support is needed. EWS staff are contacting EWS referrals and any additional calls that they may require us to ring.
- For those pupils with an EHCP who are not attending, All parents/carers have been contacted by school and advised that a place was available in school if this was necessary. All parents/carers were contacted by the SENCo or DSL as part of this decision making process, there was no 'direction' from school and decisions ultimately were made by parents/carers. All EHCP pupils have been banded to identify level of vulnerability and this equates to how much contact is made from weekly to daily. All contact home is recorded on SIMS. Any concerns will be recorded on CPOMS and members of SLT will be duly informed and usual safeguarding procedures will be followed. All EHCP students are being contacted by the SENCo or DSL, frequency is dependent on level of vulnerability and all contact is recorded on SIMS. Year team and departmental emails have been set up so parents/pupils can contact school staff and the school office remains available by phone. Sixth Form pastoral staff are communicating directly with sixth form EHCP students and a LSA has agreed to remain in contact with one pupil due to their close working relationship.
- Notify their social worker, where they have one we are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.
- Make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. A daily review of those pupils who Cowley staff have been unable to contact takes place. If the pupil or family are under social care they are informed. A letter/email requesting new contact details will be sent out. If we have significant concern members of the senior leader team will conduct a door stop visit.

## 7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately.

## 8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk) for the duration of the COVID-19 period, in line with government guidance.

## 9. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this. Each year team have identified pupils who although do not meet the DfE criteria as a vulnerable pupil they feel would benefit from the offer of a school place. These children include those who have previously been under social care and those who rely on the support of the year team staff on a daily basis. Each parent/carer has been contacted and their child offered a school place.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10.1 below.

## 10. Safeguarding for children not attending school

### 10.1 Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- They would usually attend but have to self-isolate

These plans set out:

- How often the school will make contact
- Which staff member(s) will make contact
- How they will make contact
- The next step if a child has been unable to be contacted

We have agreed these plans with children's social care where relevant, and will review them on a fortnightly basis in accordance with the school two week timetable.

If we can't make contact, we will contact social care, educational welfare or the Police. If we feel applicable Cowley senior leaders will make a door step visit.

### 10.2 Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 11 below).

## 11. Online safety

### 11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

### 11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policy.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

### **11.3 Working with parents and carers**

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

## **12. Mental health**

Where possible, we will continue to offer our current support for pupil mental health for all pupils. All pupils and families have been informed of the online counselling support service available to 11-25 year olds living in the St Helens area (Kooth). Further to this each family have access to the St Helens Health and Wellbeing Newsletter. The Newsletter highlights how families can access a range of support in the local area. Pupils can speak to any of the school Mental Health First Aid Champions within the school. In addition to regular contact with our vulnerable students every Cowley student will be regularly contacted by their Team Tutor to offer support and for a general chat around wellbeing.

We will also signpost all pupils, parents and staff to any other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

## **13. Staff recruitment, training and induction**

### **13.1 Recruiting new staff and volunteers**

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

### **13.2 Staff 'on loan' from other schools**

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

### **13.3 Safeguarding induction and training**

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

### **13.4 Keeping records of who's on site**

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

## **14. Children attending other settings**

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

## **15. Monitoring arrangements**

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, and as a minimum every 4 weeks by DSL and/or Deputy. At every review, it will be approved by the full governing board.

## **16. Links with other policies**

This policy links to the following policies and procedures:

- Child protection policy
- Staff behaviour policy/code of conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy

## **17. Appendix**

Specific details about EHCP students:

EHCP / SEND Safeguarding Strategy for vulnerable students.

Information requested by St Helens LA SEN department on 27<sup>th</sup> March 2020.

- For those pupils with an EHCP who are not attending, have parents/carers taken the decision for them not to attend or has this been directed from school?  
All parents/carers were contacted by school and advised that a place was available in school if this was necessary. All parents/carers were contacted by the SENCo or DSL as part of this decision making process, there was no 'direction' from school and decisions ultimately were made by parents/carers.
- Where pupils with an EHCP are not attending, have any additional arrangements been made for their education?  
All pupils have work that they can access at home online or have been provided with paper copies. Staff contacting home to pupils with EHCP's and SEND have been advised to offer further support to make this workload manageable. The school website, Facebook page and Twitter pages are constantly updated with ideas and resources. Plans are underway to offer further differentiation and the SEND department are rolling out intervention packages eg Nessy next week.
- Have you been able to risk assess to identify any pupils with an EHCP who may be particularly vulnerable?  
All EHCP pupils have been banded to identify level of vulnerability and this equates to how much contact is made from weekly to daily. All contact home is recorded on SIMS. Any concerns will be recorded on CPOMS and members of SLT will be duly informed and usual safeguarding procedures will be followed.
- Do you have arrangements in place to maintain contact with pupils with an EHCP who are not attending?  
All EHCP students are being contacted by the SENCo or DSL, frequency is dependent on level of vulnerability and all contact is recorded on SIMS. Year team and departmental emails have been set up so parents/pupils can contact school staff and the school office remains available by phone. Sixth Form pastoral staff are communicating directly with sixth form EHCP students and a LSA has agreed to remain in contact with one pupil due to their close working relationship.

| Group     | Risk   | CONTROL MEASURES   |
|-----------|--|--|
| EHCP/SEND | Increased strain on CYP as they adapt to a new routine               | EHCP students will always have a school place available during this time.<br><br>Weekly contact is being made and logged and additional information has been shared indicating that families can take time to adjust to a new routine of their choice. |
|           | Increased strain on the family of CYP as they adapt to a new routine | As above.  |
|           | Ability of parent/carer to meet health and care needs of CYP 24/7.   | EHCP students will always have a school place available during this time.<br><br>There are no complex cases at Cowley International  |

|  |   |  |
|--|---|--|
|  |   | College. Re-assessed as regular contact is made by school.   |
|  | Lack of contact with external agencies that CYP is used to working with.  | EHCP students will always have a school place available during this time.<br>Regular contact made by school can put families and agencies in touch. Already there is communication between CYP's and Educational Psychologist, LASCs, SW, VI.<br>School and SEND Twitter page, Facebook page and website shares information and advice to parents and pupils including Kooth and updates from SEND: Local Offer St Helens. |
|  | Workload increasing anxieties as usual support from school is no longer available eg LSA support, dyslexia friendly strategies. | EHCP students will always have a school place available during this time.<br>Work underway to prepare differentiated work to SEND pupils including life skills and mindfulness.<br>Nessy programme shared for the majority of those on Dyslexia register. LSA's downloading useful resources ready to be collated with individual students and their needs as the focus.   |
|  | Less contact with school including in the holidays.   | EHCP students will always have a school place available during this time.<br>Increased lines of communication between home and school including departmental and year team emails.<br>All will remain available during the Easter break.   |