



Addendum to Stanchester Academy Safeguarding and Child Protection Policy

From 5th January 2021 only children of critical workers and vulnerable children and young people should attend school or college. All other pupils and students will receive remote education.

Despite the changes, the Academy Safeguarding and Child Protection Policy is fundamentally the same: **children and young people always come first, our schools take a whole institution approach to safeguarding, staff respond robustly to safeguarding concerns and contact the DSL in line with our schools established safeguarding procedure.**

This addendum sets out some of the adjustments we are making in line with the changed arrangements in our school and following [advice from government](#) and local partners.

The Current School Position and Local Authority

Our school continue to follow statutory guidance from Keeping Children Safe in Education Sept 2020 and Somerset Safeguarding Children Partnership , <https://sscb.safeguardingsomerset.org.uk/> . The Multi Agency Linked Professionals (MALP) approach is intended to support a co-ordinated Multi-Agency response to working with the most vulnerable children in Somerset.

Schools to continue to follow the Effective Support for children and families in Somerset guidance. Somerset has also developed a single Coronavirus Support helpline for anyone who requires support in our communities during this period and this information has been shared with our parents/carers.

Our school will have completed a comprehensive risk assessments process linked to Health and Safety prior to the wider opening of the facilities and learning environments.

Designated Safeguarding Lead Arrangements

Stancher safeguarding arrangements continue in line with their safeguarding and child protection policy, which is available on their school website. Staff have access to report any child protection concerns My Concern or by contacting DSL/DDSL as below.

The Designated Safeguarding Lead (DSL) is: **Teresa Priest, 07503 636863** Teresa.Priest@stanchester.co.uk

The Deputy DSLs (DDSL) are: **Gemma Glentworth** Gemma.Glentworth@stanchester.co.uk

Jonathan Belcher jonathan.belcher@stanchester.co.uk

Christabel Gale Christabel.gale@stanchester.co.uk

The Acting Head teacher: Tamsin Grainger tgrainger@educ.somerset.gov.uk

Our school approach ensures the DSL or a deputy is always on site while the school is open. In the unusual circumstance this is not possible, the Head teacher or a member of the Senior Leadership Team will email all staff by 8.00am to advise they are acting in an on-site safeguarding role together with contact details for

the On Duty DSL or Deputy On Duty DSL. Trust Safeguarding Lead is also available: Sally Power M: 07867 976901 E: sapower@educ.somerset.gov.uk

We will ensure the DSL and DDSL is available to provide continuous support to staff and children who report new safeguarding concerns.

Where possible our schools will ensure they are aware of any changes to our children's health, wellbeing and welfare during remote education and prior to returning to school. These changes will be accurately recorded and appropriate pastoral support implemented in conjunction with the voice and needs of the child.

Staff in our school will continue to follow the Safeguarding and Child Protection procedure and advise the safeguarding leads immediately about concerns they have about any child, whether in school or not.

Where a child is at risk of significant harm there may be a need to be persistent in referring concerns to the local authority. The arrangements for contacting children's services are:

Somerset Direct please call: 0300 123 2224

Should a child in our school's view be at risk of immediate and significant harm and local partners are not able to respond, the school will immediately call the police.

Vulnerable children

Vulnerable children include children who are supported by social care, those with safeguarding and welfare needs, including child in need plans, on child protection plans, 'looked after' children, young carers, disabled children and those with education and people up to the age of 25 with education with health and care (EHC) plans. 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 by our schools 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. Stanchester will ensure that any decision made will be logged and risk assessments reviewed regularly and a copy maintained of the child's file.

Stanchester will continue to offer places to our vulnerable children, continually risk assessing with local authority, parents/carers and young people taking into consideration their individual circumstances.

Identifying Vulnerable Children COVID19

There is the expectation that children who have a social worker must attend school during COVID19 partial closures, unless agreed and recorded otherwise. Stanchester will have special consideration for the following groups of children:

- 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

Stanchester will ensure that any child identified as vulnerable who is being educated at home, will have a safe and well call carried out weekly by an identified member of staff, who will ensure that the safe and well call is recorded on the whole school communication log and actioned appropriately and when necessary recorded on My Concern. If appropriate the DSL or DDSL will refer to other agencies.

If for any reason the identified member of staff is unable to carry out the safe and well check call the DSL or the DDSL will carry out the call.

This will be recorded as above and maintained if concerns are raised escalated through to the appropriate routes.

Clear and effective communication will take place between our schools and the child's social worker, the local authority, virtual school head (VSH) for looked-after and previously looked-after children to ensure that a child does not fall off the statutory radar. It is important to remember that our schools continue to maintain a responsibility for the child's welfare even if the child is not being educated on site.

Children not meeting the 'vulnerable definition'

Stanchester will use the criteria from Somerset Effective Support for Children and Families guidance for any child they feel is vulnerable even if the child does not fall into the 'vulnerable' definition contained within Government guidance.

Stanchester will adopt the same procedure and practice for any child identified as vulnerable, that does fall into the statutory vulnerable category. This will include, as outlined above, a weekly safe and well call, whereby a member of SCHOOL STAFF will speak with the child directly and record and action accordingly.

When carrying out safe and well calls, it is important that staff speak directly to the child and not through a parent or carer.

Attendance

From 5th January 2021 our school will resume taking their attendance register and continue to complete online Educational Setting Status.

Vulnerable children where appropriate and expected but does not arrive the school will follow their attendance procedure and make contact with the family. If contact is not possible by 9:30am the Duty DSL will be informed. Duty DSL will attempt a range of methods to contact the parent/carer (Skype, FaceTime, through a relative etc.) but if necessary arrange a home visit by the school or another appropriate agency. If the child has an allocated social worker the DSL / DDSL will make them aware of the absence of the child from school. A risk assessment will be undertaken to consider and manage the implications of COVID-19

alongside other risks perceived to the child. The risk of COVID-19 **does not override** the duty on the school to ensure children and young people are safe.

Staff will be aware of Increased Risk

The pressures on children and their families at this time are significant. There will be heightened awareness of family pressures through being contained in a small area, [poverty](#), and financial or health anxiety. These areas should be considered in the setting of any work for children to undertake at home (including recognising the impact of online learning – see below).

With children starting to return to school our staff will be seeing them in person and will be aware for the need to be alert to new safeguarding concerns. Staff will know their responsibility to report any new safeguarding concerns and how to contact the designated safeguarding lead.

Peer on Peer Abuse

We recognise the potential for abuse to go on between young people, especially in the context of a school during partial closure. Our staff will remain vigilant to the [signs of peer-on-peer abuse](#), including those between young people who are not currently attending our provision. Extra care should be taken where groups have mixed age, developmental stages, are attending other schools as an interim measure and similar. When making contact with these families our staff will ask about relationships between learners.

Our school also address the issue of peer-on-peer abuse in our remote learning curriculum.

Our school will consider the potential impact of this current circumstances on the emotional wellbeing of our pupils, they understand the importance of taking a trauma informed approach, these will be taken into consideration when applying the behaviour policy.

Online

Young people will be using the internet more during this period, possibly leaving them exposed to increased risk and wellbeing related issues. Most children and young people will continue to home learn via Microsoft Teams. Staff will be aware of the signs and signals of [cyberbullying](#) and [other risks online](#), staff apply the same child-centred safeguarding practices as when children are learning at the school and during contact with home and remote learning continue to look out that a child may be at risk.

- Our school continue to ensure [appropriate filters and monitors are in place](#).
- Our school have taken on board guidance from the [UK Safer Internet Centre](#) on safe remote learning and guidance for [safer working practice](#) from the Safer Recruitment Consortium.
- Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the Trust code of conduct, remote teaching and learning policy and the importance of using school systems to communicate with children and their families.
- Children and young people accessing remote learning receive guidance on acceptable use and keeping safe online and know how to raise concerns with the school, [Childline](#), the [UK Safer Internet Centre](#) and [CEOP](#).
- Parents and carers have received information about acceptable use and keeping children safe online with peers, the school, other education offers they may access and the wider internet community. We have set out the school's approach, including the sites children will be asked to access and set out who from the school (if anyone) their child is going to be interacting with online. Parents have been offered the following links via school websites:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
 - [South West Grid for Learning](#) - for support for parents and carers to keep their children safe online
 - [Net-aware](#) - for support for parents and careers from the NSPCC
 - [Parent info](#) - for support for parents and carers to keep their children safe online
 - [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
 - [UK Safer Internet Centre](#) - advice for parents and carers
- Free additional support for staff in responding to online safety issues can be accessed from the [Professionals Online Safety Helpline at the UK Safer Internet Centre](#).

Allegations or Concerns about Staff

We remind all staff to maintain the view that ‘it could happen here’ and to immediately report any concern about anyone who may pose a safeguarding risk to a child, no matter how small.

Please speak to your Head teacher or Sally Power Trust Safeguarding Lead M: 07867 976901 or sapower@educ.somerset.gov.uk

Or contact Local Authority Designated Officer (LADO) 0300 123 2224

If necessary, the school will continue to follow the duty to refer to DBS any adult who has harmed or poses a risk of harm to a child or vulnerable adult, and to the Teacher Regulation Agency in line with paragraph 166 of Keeping Children Safe in Education 2019 using the address Misconduct.Teacher@education.gov.uk.

New Staff or Volunteers

New starters must have an induction before starting or on their first morning with the DSL or a deputy. They must read Keeping Children Safe in Education Part 1 and Annex A, the School Safeguarding and Child Protection Policy including any addendum for Covid-19, the Schools’ Behaviour Policy, Trust Whistleblowing Policy and the Trust Code of Conduct. The DSL or deputy will ensure new recruits know who to contact if worried about a child and ensure the new starters are familiar with all safeguarding and child protection procedures.

If staff or volunteers are transferring in from other registered education or childcare settings for a temporary period to support the care of children, we will seek evidence from their setting that:

- the member of staff has followed Somerset Safeguarding Children Partnership training protocol and completed Basic Awareness or online equivalent.
- they have read Part I and Annex A of Keeping Children Safe in Education, and
- An Enhanced DBS check has been undertaken by that setting we will undertake a risk assessment to determine whether a new DBS would need to be undertaken. It may be in these exceptional times we can rely on the DBS undertaken by their setting.

Our child protection and health and safety procedures hold strong:

- People supervising volunteers must be themselves in regulated activity, able to provide regular, day to day supervision and reasonable in all circumstances to protect the children. Have an Enhanced DBS check in place.

- When undertaking ID checks on documents for the DBS it is reasonable to accept scanned images of documents for the purpose of applying for the check. The actual documents will then be checked against the scanned images when the employee or volunteer arrives for their first day.
- The Trust HR department will update the Single Central Record. All recruitment will follow safer recruitment guidance and KCSiE.
- A record of all staff and volunteers working in our schools, including those from other settings, during partial closure will be kept by Duty DSL. All to sign in and out of reception, information available each day of Duty DSL and how to contact and staff/volunteers acknowledge receipt of this information. After set time 8.30am for example, safeguarding checklist of who is on site passed to Duty DSL. All children and young people informed who they can speak to on site if needed, how to contact them and children updated on emergency evacuation information. Duty DSL checks attendance and contacts home (and social worker if applicable) of any children expected but not attending. Duty DSL contacts home of any children of keyworkers expected but not attending.

New Children at the School

Where children join our school from other settings, we will require confirmation from the DSL whether they have a Safeguarding File and/or identified educational needs/EHCP. This file must be provided securely **before** the child begins at our school and a call made from our DSL or a deputy to the placing school's DSL to discuss how best to keep the child safe. In some unusual circumstance, this may not be possible. Information provided must include contact details for any allocated social worker and where relevant for the Virtual School Head. Safeguarding information about children placed in our school will be recorded on our safeguarding system, will be securely copied to the placing school DSL and will be securely returned to the placing school on completion of the child's placement with us so there is a continuous safeguarding record for the child.

The DSL will undertake a risk assessment in respect of any new information received, considering how risks will be managed and which staff need to know about the information. This will be recorded on our safeguarding recording system.

This policy has been remotely approved by our CEO Peter Elliott and is available on the Trust website at [BTCT](#) and on the Stanchester website.