COVID- 19 – Interim Safeguarding Guidance

Addendum to the Safeguarding/Child Protection Policy

This document has been developed to reflect changes in practice as a result of the COVID -19 (Coronavirus) outbreak on a local level. Elements of the document have been amended to reflect local arrangements at Cotham School.

It is important that all staff and volunteers are aware of the new policy and are kept up to date as it is revised. The revised policy should continue to be made available publicly.

Setting Name: Cotham School
Policy owner: Domini Leong
Date: 22nd April 2020
Date shared with staff: 27th April 2020

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Background

This guidance has been developed to consider and reflect changes in line with government guidance and local arrangements as a result of the COVID-19 pandemic.

This guidance is relevant to all schools including: maintained, non-maintained, independent, academies, academy trusts, free schools, alternative provision academies, maintained nursery schools and pupil referral units.

Where the guidance refers to 'colleges' this includes all of the following: further education colleges, sixth-form colleges, institutions designated as being in the further education sector, other further education providers, funded by the Education and Skills Funding Agency, such as 16 to 19 academies and independent learning providers, including special post-16 institutions.

Practice should reflect statutory guidance Keeping Children Safe in Education (KCSIE) 2019 and settings should continue to have regard to their legislative duty.

The government is preparing legislation to suspend or modify some requirements of schools to enable them to focus on the new arrangements. Schools should focus on safeguarding duties as a priority. Where schools and trusts have concerns about the impact of staff absence – such as their Designated Safeguarding Lead (DSL) or first aiders – they should discuss immediately with the local authority (see further details below) or trust (Coronavirus (COVID-19): school closures).

A full list of up to date government guidance around education settings can be found here - Coronavirus (COVID-19): guidance for schools and other educational settings.

What staff and volunteers should do if they have any concerns about a learner

The way this setting is currently operating in response to concerns about the welfare of a learner, during the COVID – 19 outbreak, is fundamentally the same:

- With regard to safeguarding, the best interests of learners must always continue to come first.
- If anyone in a school or college has a safeguarding concern about any learner they should continue to act immediately.
- A DSL or deputy DSL should be available at all times.
- It is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to learners.
- Learners should continue to be protected when they are online.

It would be advantageous that staff and volunteers to remind themselves of what they need to look out for by reading Part 1 of KCSIE 2019.

Raising a concern:

All staff and volunteers should read the next section regarding the Designated Safeguarding Lead (and deputies) to know who to speak to if you have identified a concern. You should follow the usual reporting mechanisms if you continue to work in Cotham School.

All staff and volunteers should act immediately to respond to a safeguarding concern. If a DSL or Deputy DSL is not available for advice, all staff should be aware of the role of the following teams **in emergency situations:**

If a child is at immediate risk call the POLICE	**The POLICE 999**
To make an URGENT referral, i.e. a child is likely to suffer or is suffering significant harm, call First Response	**FIRST RESPONSE** **0117 9036444** **(Out of Hours Emergency Duty Team 01454 615 165)**
To make a NON-URGENT referral, contact FIRST RESPONSE using the online form (must have parental/carer consent).	**FIRST RESPONSE Online form** https://www.bristol.gov.uk/social-care-health/make-a-referral-to-first-response
To raise concerns and ask for advice about radicalisation (also contact First Response).	**PREVENT DUTY** **01278 647466** PreventSW@avonandsomerset.police.uk
For advice and guidance about whether to make a referral.	**Families in Focus (N) 0117 3521499** **Families in Focus (E/C) 0117 3576460** **Families in Focus (S) 0117 9037770**

Make sure there is a record of your actions, who you spoke to and what the agreed plan of action was. Notify the setting's DSL/Deputy DSL as soon as possible.

Designated Safeguarding Lead (DSL) (and Deputy) arrangements

All staff and volunteers need to know who the Designated Safeguarding Lead (DSL) and Deputy DSLs are in the setting.

- It is optimum practice to have a DSL/Deputy DSL on site at all times.
- If the DSL/ Deputy DSL is working from home they will be contactable by phone. These contact details have been made accessible to all at the setting.
- It is acknowledged that DSL training is very unlikely to take place during this period (although the option of online training can be explored). For the period COVID-19 measures are in place, a DSL (or Deputy DSL) who has been trained will continue to be classed as a trained DSL (or Deputy DSL) even if they miss their refresher training.
- The Education Safeguarding Contacts Poster has been made accessible by displaying it in spaces that are being used by staff and volunteers.

In the event that the DSL is uncontactable, Cotham School has a contingency plan with the following chain of command in relation to Safeguarding and Child Protection issues. Office numbers are being redirected while school is closed:

DSL/ Deputy DSL/ Governor contacts during COVID 19 pandemic.		
Name	**Title/ Name of setting**	**Contact details (Telephone, out of office telephone, email)**
Domini Leong	Deputy Headteacher/ Acting DSL	0117 919 8004 07879 552063 leongd@cotham.bristol.sch.uk
Aurora Reid	Assistant Headteacher/ DSL	0117 919 8005 07879 553009 reid@cotham.bristol.sch.uk
Emma Sheppard	Senior Inclusion Manager/ Designated Mental Health Lead/ Deputy DSL	0117 919 8009 shepparde@cotham.bristol.sch.uk
Julia Chapman	SENDCo/ Deputy DSL	0117 919 8073 chapmanc@cotham.bristol.sch.uk
Angharad Davies	Inclusion Manager/ Deputy DSL	0117 919 8007 07934 727400 daviesa@cotham.bristol.sch.uk
Chereece Ryan	Inclusion Manager/ Deputy DSL	0117 919 8045 07921 302560 ryanc@cotham.bristol.sch.uk
Marie Beaver	Post-16 Student Services Leader/ Deputy DSL	0117 919 8067 beaverm@cotham.bristol.sch.uk
Mary Moore	Deputy SENDCo/ Designated Children in Care (CiC) Teacher	0117 919 8003 moorem@cotham.bristol.sch.uk
Jack Barber	Safeguarding Governor	barberj@cotham.bristol.sch.uk

Cotham School will notify the safeguardingineducationteam@bristol.gov.uk **if a change in DSL/Deputy has been made. This is to ensure the LA can support colleagues with the continuity around safeguarding learners.**

Cluster working (the event that we may need to provide Safeguarding support and/or on-site provision to other local schools e.g. primaries whose DSLs are sick or a directive from the council to shut some schools and merge)

Arrangements are likely to be fluid and require flexibility. This could include recruitment/ redeployment of teaching/ support staff or supporting students from a partner setting. There are some basic considerations that Cotham School will take to ensure compliance with statutory guidance:

When working in partnership with other settings we will consider the following principles:

Children moving schools and colleges:

- If the vulnerable learner is on roll at Cotham School, the DSL/ Deputy DSL/SENDCo/ or appropriate staff will share relevant safeguarding information with relevant staff at the temporary setting to ensure that their welfare and safety is promoted.
- When a safeguarding concern is identified in either setting, there are clear processes in place to share this information and agreement about what actions are to be taken by which staff and where this is recorded. This sharing of information should be undertaken by the DSL/Deputy DSL – however if not, a member of the Senior Leadership Team (SLT) will take responsibility. Cotham School will also liaise with relevant lead professionals (social care/ the HOPE virtual school).
- If the vulnerable learner has temporarily moved setting, key professionals are informed.
- As a minimum the information shared will include the learner's risk assessment and any other key plans/ documents (where applicable) such as the; vulnerable child's EHC plan, child in need plan, child protection plan and contact details for the Social Worker or, for Children in Care, their personal education plan should be included. If transport is a barrier for learners with a Social Worker, travel arrangements will be considered in consultation with key professionals including the Social Worker (where applicable) and parents.
- Safeguarding Police notifications are retained at Cotham School, but knowledge of the notification and some content may be verbally shared, on a need to know basis, with any alternative settings to promote the student's safety and welfare. Information about who this information is shared with will be recorded on the child's safeguarding file as part of the notification action plan.

Movement of staff

- If a member of staff has been redeployed to Cotham School, the DSL will consider the need for safeguarding training. As a minimum they will have a copy of Cotham School's child protection/safeguarding policy and confirmation of local processes, and DSL arrangements.
- Cotham School will ensure appropriate checks have been made against that member of staff.
- For those who already hold an Enhanced DBS check, there is no expectation that a new DBS check should be obtained if that member of the workforce temporarily moves to another school or college. Cotham School will seek assurance from the current employer rather than requiring new checks. This will be recorded on the Single Central Record.
- If the member of staff is filling in duties to support with First Aid or DSL cover, that member of staff will sign to say that they have read the setting's code of conduct to enable access to relevant recording platforms (First Aid book, CPOMS, other relevant files). This will be recorded on the Single Central Record.

Recruitment of new staff/volunteers

- Where new staff are recruited, or new volunteers enter Cotham School, they will be provided with a safeguarding induction. This will include reading the up to date Child Protection/Safeguarding Policy and part 1 of KCSIE 2019.
- Where Cotham School is utilising volunteers, we will continue to follow the checking and risk assessment process as set out in s.167 to s.172 of KCSIE 2019.
- If the new member of staff or volunteer requires a new DBS check – there has been new guidance issued, ID documents will be viewed over video link and scanned images will be used in advance of the DBS check being submitted.

Please seek further advice from the Safeguarding in Education Team if needed.

First Aid cover:

Cotham School has considered additional measures to cover first aid, these may include:

- Online training may be considered where face to face training is unavailable.
- Working within a cluster to ensure a trained First Aider will be onsite.
- All staff are reminded of the setting's procedures in responding, recording and reporting health and safety incidents. First Aid incidents will continue to be recorded and reported as per the setting's policy. In an emergency staff and volunteers are reminded that they can call '111' or '999' if they are worried or concerned. Parents/Carers will be notified at the earliest convenience if there is a medical/health incident.
- Where a learner requires the administration of medication an individual risk assessment has been undertaken and this is regularly reviewed.

First Aid cover during COVID-19 pandemic.	
The following list indicates all staff on the in-school rota who are qualified first aiders. There is a first aider on-site every day that the school is open. Allison Crossland - Business Manager with oversight of First Aid provision Gary Hardwick - Primary First Aider	
First Aiders on rota	**School role**
Abbie Allender	Learning Coordinator
Louise Arnold	Learning Coordinator
Jack Barber	Teacher of Science/ Safeguarding Governor
Simon Barnes	Performing Arts technician
Nicola Baynton	Teacher of PE
Marie Beaver	Post-16 Student Services Leader/ Deputy DSL
Kane Book	Teacher of PE
Annemarie Bellamy	Art and Display technician
Josephine Brock	Deputy Faculty Leader of STEAM
Donna Ferris	Assistant Faculty Leader of PE
Cydney Forbes	Cover supervisor
Anne Gallien	Cover supervisor
Kayleigh Gully	Learning and Behaviour Support Assistant
Stephen Hallett	Teacher of PE
Sam Lawrence	Teacher of DT
Jamie Lloyd	Faculty Leader of Humanities
Kelly McDonagh	Deputy Faculty Leader of Social Sciences
Mary Moore	Deputy SENDCo
Patra Pierce	Learning Coordinator
Elizabeth Smith	Behaviour Manager
Sarah Wood	Faculty Leader of English

Local updates

In line with our statutory duties we will offer support for families at a universal level wherever possible. This will be informed by updates from the Local Authority Education and Skills Directorate and the Keeping Bristol Safe Partnership and shared with staff as appropriate.

Supporting vulnerable learners (including in the event that the setting is closed)

Cotham School has a legal responsibility to promote the safety and wellbeing of the learners who are on our roll including those who are attending on a temporary basis through cluster or partnership arrangements.

Identifying vulnerable learners

- Cotham School has a vulnerable learner list which includes the following cohorts in line with latest government advice Coronavirus (COVID-19): guidance on vulnerable children and young people.
- Those who have a social worker (those on Child Protection Plans, Child in Need and Children in Care) and those with Education Health and Care Plans (EHCPs). There has been guidance published from the government: The setting has included those learners who have been referred to children's social care but not yet appointed a social worker, or those students who would benefit from early help support (This should reflect s.18 of KCSIE 2019. P6 +7).
- Those learners who you have received police notifications about.
- Those learners who have mental health needs.
- Eligibility for free school meals should not, in or of itself, be a determining factor in assessing vulnerability.

Cotham School has assessed learners based on existing knowledge of vulnerability and current circumstances using a Red/Amber/Green (RAG) rating system to ensure we are able to prioritise our resources for the most in need. This will be reviewed on a regular basis.

Assessing, reviewing and taking action.

Cotham School will take proportionate action to support our learners and those who may attend on a temporary basis from other settings. There will be particular learners who are more vulnerable during the COVID-19 outbreak and it is important that they are identified and regularly reviewed.

Those with social workers/case coordinators

- For those who have social workers Cotham School will work in partnership with the social worker/case coordinator (with parents and carers). Where it is unclear who the allocated worker is, Families in Focus will be contacted.
- For Children in Care Cotham School will also liaise with the Hope Virtual School
- There is an expectation that vulnerable students who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at severe 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 and Cotham School will explore the reasons for this, directly with the parent/carer.
- Where parents/carers are concerned about the risk of the child contracting the virus, Cotham School or social worker will explore these anxieties with the parent/carer following the advice set out by Public Health England.

- Through a continuous review process and in conjunction with the Social Worker Cotham School will encourage learners to attend. Social workers will remain in contact with vulnerable learners and families, including remotely if needed.
- Cotham School and social workers will agree with families whether Children in Need should be attending.
- Cotham School will follow up on any learner that they were expecting to attend but does not, in line with our attendance procedures. (see Attendance for more information)
- To support the above, Cotham School will take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.
- In all circumstances where a vulnerable learner does not take up their place at Cotham School, or the temporary place discontinues, Cotham School will notify their social worker.

Those with EHCPs or who have an EHCP request pending

Those with an EHC plan (or plan pending) will be risk-assessed by Cotham School in consultation with the local authority and parents, to decide whether they need to continue to be offered a place at Cotham School in order to meet their needs, or whether these can be safely met at home. Please click here for an example of the EHCP risk assessment. The SENDCo will send completed assessments to sen@bristolgov.uk

Cotham School will need to consider a number of different risks, reflected in the risk assessment for each individual (where applicable), including:

- The potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This must be on an individual basis with advice from an appropriate health professional where required.
- The risk to the individual if some or all elements of their EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting
- The ability of the individual's parents or home to ensure their health and care needs can be met safely
- The potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered.

It is expected most children and young people with EHC plans will fall into the following categories:

1. Children and young people who would be at significant risk if their education, health and care provision and placement did not continue, namely those who could not safely be supported at home. This may include those with profound and multiple learning difficulties, and those receiving significant levels of personal care support. Local authorities will need to work with the individual's educational setting – especially residential special schools and specialist colleges – as well as local health partners, to ensure they are able to remain open wherever possible. This may mean deploying staff from other education settings, to keep staffing ratios safe

2. Children and young people whose needs can be met at home, namely those who are not receiving personal care from their educational setting, or whose limited need for personal care can be met in their family home.

Taking proportionate action:

If the setting is open for children of Key Workers, those who have EHCPS (or pending), those with social workers (including children in care) **we will take all measures not to exclude** those identified as vulnerable learners (eligible for early help under s.18 of KCSIE 2019. P6 +7).

Cotham School will be flexible around this cohort to be part of a reduced school offer. This will be dependent on the setting's capacity and agreement with the family.

If they cannot attend (e.g. setting has closed fully)/will not attend then the setting will consider taking action in line with the table below (this can form part of a review of your initial RAG rating of vulnerable learners and risk assessments):

RED	- Ensure the setting has liaised with involved agencies – consider reviewing support/care plans with the social worker/case coordinator/Hope Virtual School. - Schedule and prioritise check ins/ home visits. - Ensure clear methods of communication established for learners and families and the setting by phone or email. - Consider supporting with referrals to 3rd sector support/youth work/mentoring.
AMBER	- Check in when required. Agree who does this with the social worker/case coordinator if the case is open. - Clear methods of communication established for learners and families and the setting by phone or email. - Send information for self-referral support if required (click here for some shared resources).
GREEN	- Monitor with check ins from universal teaching staff. - Send information for self-referral support if required (click here for some shared resources).

The setting will follow:

- hints and tips of how to have supportive conversations in accordance with APPENDIX A
- Public Health/NHS guidance for those who will be self-isolating/ displaying symptoms, (or for those who are living with those anyone displaying symptoms).
- Public Health/NHS guidance around social distancing if conducting a home visit and complete a risk assessment around whether personal protective equipment may be required.

Cotham School may consider supporting vulnerable students by arranging an alternative placement through the Bristol City Council ALP Hub.

Attendance

See section Assessing, reviewing and taking action for expectations around attendance.

During this period, settings do not need to take an attendance register. For administrative purposes Code # (planned whole or partial closure) will be used. Cotham School will submit a short daily return to the DfE (COVID-19): attendance recording for educational settings , reporting whether we are open and how many learners and staff are in school. This will generate a record of attendance for safeguarding purposes and provide accurate, up to date data to the government. This will also help the DfE to track capacity in the system, enabling the department to feed into wider tracking of the impact of the virus to support scientific advice.

APPENDIX B - procedures if a child with a Child in Need or Child Protection plan does not attend.

APPENDIX C- procedures if a Child in Care does not attend.

Identifying and responding to peer on peer abuse

Peer on peer abuse occurs when a young person is exploited, bullied and / or harmed by their peers who are the same or similar age; everyone directly involved in peer on peer abuse is under the age of 18. Some types of Peer on Peer abuse are identified through s. 27 of KCSIE 2019.

Whilst many of the forms of physical harm will be reduced through social distancing, for some vulnerable learners, they may still be at risk of this. It is likely that there is a risk of peer on peer harm occurring more frequently online.

Cotham School will continue to educate and provide support for learners who maybe experiencing peer on peer abuse. Learners are likely to continue to seek support from trusted adults such as teachers, pastoral staff as well as parents. Parents and students are regularly reminded of the safeguarding@cotham.bristol.sch.uk email address via the weekly mailing and on the school website to report any concerns they may have.

Cotham School will continue to play a role in taking proportionate action to support the wellbeing of learners online, in line with Part 5 of KCSIE 2019.

Keeping safe online

Whilst social distancing measures are in place it is important that settings consider utilising technology to support students in a safe way. Staff will continue to look out for signs a child may be at risk. Any concerns should be reported as in section What staff and volunteers should do if they have any concerns about a child.

- Staff will be reminded of the staff behaviour policy (sometimes known as a code of conduct). The staff behaviour policy should amongst other things include acceptable use of technologies, staff pupil/learner relationships and communication including the use of social media. The policy should apply equally to any existing or new online and distance learning arrangements which are introduced.
- Cotham School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements. Cotham School will complete/review a Data Protection Impact Assessment when planning to use virtual learning opportunities.

Virtual learning:

Recently published guidance from the UK Safer Internet Centre on safe remote learning and from the London Grid for Learning on the use of videos and livestreaming, can help plan online lessons and/or activities safely. Staff at Cotham School will take into account these steps when considering virtual learning.

Using social media to communicate with learners at home:

It is **strongly advised staff and volunteers do not use social media platforms** (e.g. WhatsApp, Facebook, Twitter, Snapchat etc.) to communicate with students at home. It is unlikely that the safety and welfare of the child will be compromised enough to warrant its usage without the need to notify the police or social care in these cases.

See Appendix A for hints and tips around communicating with learners at home.

What to do if you have concerns about a staff member or volunteer who may pose a safeguarding risk to learners

Any concerns about the conduct of staff/ volunteers should be raised with the Head Teacher. In the event that the concern is regarding the Head Teacher, concerns should be raised to the Designated Safeguarding Lead who will then escalate this to the Chair of Governors, Jim Bowyer. The LADO will be contacted before any form of investigation commences.

Cotham School will continue to follow our legal duty to refer to the Disclosure and Barring Service anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at s.163 of KCSIE 2019 and will continue to operate under Part 4 of KCISE 2019.

Appendix A

Check-ins/Monitoring welfare of vulnerable learners- hints and tips-

Key Activities:

- Cotham School has set up a school professional email for the safeguarding team to jointly access. This has been provided to families and young people to enable them to liaise with us if they require help and support.
- A script has been written to be used by staff when checking in with families to ensure a consistency of approach
- Staff will continue to act in accordance with the setting's code of conduct. Cotham School will continue to monitor wellbeing via phone call, email or conducting a home visit (following public health social distancing protocols).
- Staff will use school accounts to communicate via email or online platforms, never personal/ private accounts.
- When a member of staff needs to use their own personal device, they will ensure any phone calls are made from a blocked number so personal contact details are not visible.

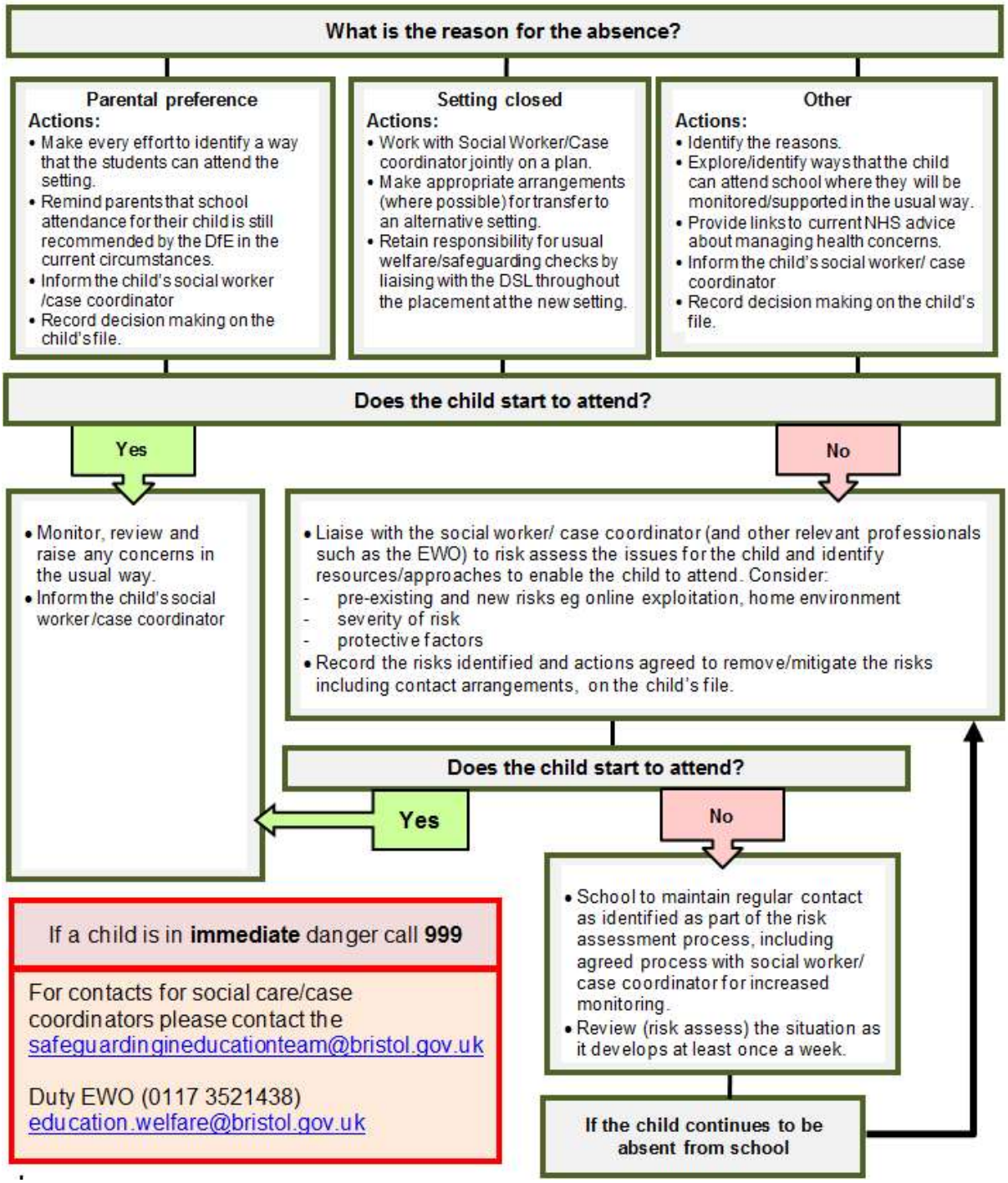
Arranging contact:

- Cotham School will liaise with the social worker/ Case Co-ordinator or other key professional if one is involved and contact arrangements are agreed as part of the plan.
- Cotham School will continue to be open with all families of learners that you may need to check in with from time to time to **offer support** and **educational provision** during this difficult time. This may be a member of the safeguarding team, Inclusion team, Learning Coordinator, SLT or their tutor.
- Cotham School will pre-warn families where possible of when to expect a call and whether calls are likely to be from a withheld number. This will be a supportive call asking how they are and how they are coping.

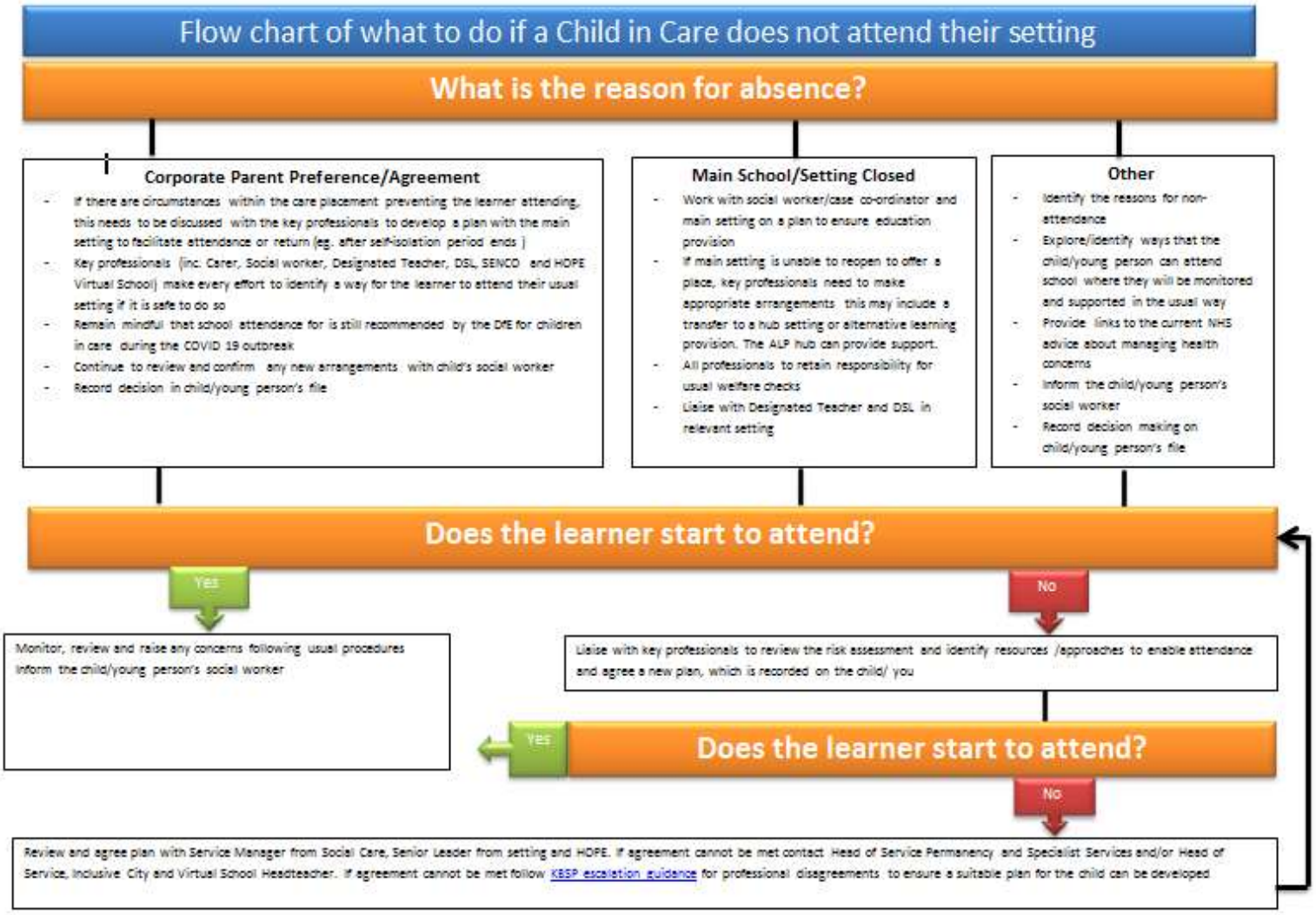
In circumstances where there are concerns about a learner, staff in Cotham School will take into account the following:

- Be mindful of the rule of proportionality – does this need to occur? Can you balance this with the Family/Child's Article 8 rights – Right to a private life?
- Consider whether seeing the child is required? If so – what has been agreed by the social worker/case coordinator?
- Consider whether and how your interaction will be interpreted by the family and evaluate your approach.
- Avoid using video-conferencing for the purposes of 'checking-in'. If there is no social worker and the child is still vulnerable consider obtaining advice from the locality Families in Focus teams.

Appendix B – Flow chart of what to do if a learner with a social worker does not attend the named setting.



Appendix C


Flow chart of what to do if a Child in Care does not attend their setting
What is the reason for absence?
Corporate Parent Preference/Agreement
- If there are circumstances within the care placement preventing the learner attending, this needs to be discussed with the key professionals to develop a plan with the main setting to facilitate attendance or return (eg. after self-isolation period ends)
- Key professionals (inc. Carer, Social worker, Designated Teacher, DSL, SENCO and HOPE Virtual School) make every effort to identify a way for the learner to attend their usual setting if it is safe to do so
- Remain mindful that school attendance for is still recommended by the DfE for children in care during the COVID 19 outbreak
- Continue to review and confirm any new arrangements with child's social worker
- Record decision in child/young person's file
Main School/Setting Closed
- Work with social worker/case co-ordinator and main setting on a plan to ensure education provision
- If main setting is unable to reopen to offer a place, key professionals need to make appropriate arrangements this may include a transfer to a hub setting or alternative learning provision. The ALP hub can provide support.
- All professionals to retain responsibility for usual welfare checks
- Liaise with Designated Teacher and DSL in relevant setting
Other
- Identify the reasons for non-attendance
- Explore/identify ways that the child/young person can attend school where they will be monitored and supported in the usual way
- Provide links to the current NHS advice about managing health concerns
- Inform the child/young person's social worker
- Record decision making on child/young person's file
Does the learner start to attend?
Yes
No
Monitor, review and raise any concerns following usual procedures
Inform the child/young person's social worker
Liaise with key professionals to review the risk assessment and identify resources /approaches to enable attendance and agree a new plan, which is recorded on the child/ you
Yes
Does the learner start to attend?
No
Review and agree plan with Service Manager from Social Care, Senior Leader from setting and HOPE. If agreement cannot be met contact Head of Service Permanency and Specialist Services and/or Head of Service, Inclusive City and Virtual School Headteacher. If agreement cannot be met follow KBSP escalation guidance for professional disagreements to ensure a suitable plan for the child can be developed

Appendix D – Resources:

Please see the Safeguarding in Education Team web page for a range of resources.