



Covid-19 – The Parks Academy Closure Arrangements for Safeguarding and Child Protection Annexe A

March 2020

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DOCUMENT CONTROL

Who is this policy for?

This policy applies to

- Delta Academy staff
- Delta Core staff

Protective marking

Not protectively marked.

Review date

This policy will be in place during the Covid-19 related provision of emergency child care only and will cease to apply once schools reopen.

Revision History

REVISION	DATE	DESCRIPTION	AUTHOR
1	March 2020	Policy issued.	Sarah Gill
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1. KEY SAFEGUARDING CONTACTS

Designated Safeguarding Lead (DSL)	Tanya Freeman - 01482854616 FreemanT2@theparkshull.org.uk
Deputy Designated Safeguarding Lead (DDSL)	Michael McGrath - 07973879041 McgrathM3@theparkshull.org.uk
Head of Academy/Principal	Michael McGrath - 07973879041 McgrathM3@theparkshull.org.uk
ELT Education Lead	David Irving – 07980784744 David.Irving@DeltaTrust.org.uk
Trust Director of Inclusion and Student Support	Sarah Gill sarah.gill@deltatrust.org.uk
Safeguarding Trustee	David White Contact via elt@deltatrust.org.uk

2. CONTEXT

From 20th March 2020, parents and carers 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.

Academies and all childcare providers were asked to provide care for a limited number of children – children who are vulnerable, and children whose parents/carers are critical to the COVID-19 response and cannot safely be cared for at home.

This addendum of the Delta Academies Trust Child Protection and Safeguarding Policy contains details of our individual safeguarding arrangements during the time of this emergency child care provision.

3. VULNERABLE CHILDREN

Vulnerable children include those who have a social worker and those children and young people with an education, health and care (EHC) plan.

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/carers, 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 Deputy) 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.

The Parks Academy 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 (VSH) for looked-after and previously looked-after children. The lead person for this will be: [Tanya Freeman].

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 The Parks Academy will explore the reasons for this directly with the parent.

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

The Parks Academy will support our vulnerable children and young people to attend an education setting, including remotely, if needed.

4. ATTENDANCE MONITORING

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

The Parks Academy and social workers will agree with parents/carers whether children in need should be attending school – The Parks Academy will then follow up on any pupil that they were expecting to attend, who does not. The Parks Academy will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend. Contact will be made by telephone.

How will this look in your Academy?

To support the above, The Parks Academy will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. Numbers will be added to CPOMS contacts page to ensure they can be accessed remotely as required.

In all circumstances where a vulnerable child does not take up their place at an education setting, or discontinues, The Parks Academy will notify their social worker. In the absence of the social worker, their manager will be informed.

5. DESIGNATED SAFEGUARDING LEAD

The Parks Academy has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Tanya Freeman

The Deputy Designated Safeguarding Lead is: Michael McGrath

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case, a trained DSL (or deputy) will be available to be contacted via phone or online video – for example when working from home.

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.

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the Academy or school.

It is important that all The Parks Academy staff have access to a trained DSL (or deputy). On each day staff on site will be made aware of that person and how to contact to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

6. REPORTING A CONCERN

Where staff have a concern about a child, they should continue to follow the process outlined in the Trust Child Protection and Safeguarding Policy. This includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead, Principal/Head of Academy and the Trust Director of Inclusion and Student Support. This will ensure that the concern is received.

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 Academy, they should report this immediately to the Principal/Head of Academy or the designated lead on site. If there is a requirement to make a notification to the Principal/Head of Academy whilst away from the Academy, this should be done verbally and followed up with an email to the Principal/Head of Academy.

Concerns around the Principal/Head of Academy should be reported via email to ELT@deltatrust.org.uk.

The Trust will continue to offer support in the process of managing allegations.

Parents/carers and children are able to report concerns remotely via the safeguarding link on the academy web site. Reports are signposted to designated staff during business hours Monday to Friday. Information may also be passed to Social Care and Police in the interests of safeguarding children.

7. 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 Academy staff have had safeguarding training and have read Part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff

any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, enter The Parks Academy, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our Academy, 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 that individual.

For movement within the Trust, Academies should seek assurance from the Trust Director of HR that the member of staff has received appropriate safeguarding training.

Upon arrival, confirmation of local safeguarding processes will take place including confirmation of DSL arrangements.

8. 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, the Trust 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.

The Parks Academy 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.

The Parks Academy 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@education.gov.uk**

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that any Academy is aware, on any given day, which staff/volunteers will be on site, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, The Parks Academy will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

9. ONLINE SAFETY IN EDUCATION SETTINGS

The Parks Academy 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.

10. CHILDREN AND ONLINE SAFETY AWAY FROM THE EDUCATION SETTING

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 Trust Child Protection and Safeguarding Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles as set out in the Staff code of conduct.

The Parks Academy will not be delivering any live virtual lessons during the period of school closure.

11. SUPPORTING CHILDREN NOT IN AN EDUCATION SETTING

The Parks Academy is committed to ensuring the safety and wellbeing of all its 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-type support in school, they should 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 staff have made.

The communication plans can include; remote contact and phone contact. Home visits or drive by arrangements will not be conducted. If concerns are raised that a child and family are not able to be contacted, the DSL must consider if threshold is met to make a referral to social care or Police. All referrals should be recorded on CPOMS.

The Parks Academy and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The Academy will share safeguarding messages on its website and social media pages.

The Parks Academy recognises that being in an education setting is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupil and their parents/carers. Teachers at The Parks Academy need to be aware of this in setting expectations of pupils' work when they are at home.

The Parks Academy 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. This will be bespoke to each child and recorded on CPOMS.

12. SUPPORTING CHILDREN IN AN EDUCATION SETTING

The Parks Academy is committed to ensuring the safety and wellbeing of all its students.

The Parks Academy will continue to be a safe space for all children to attend. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

The Parks Academy 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 handwashing and other measures to limit the risk of the spread of COVID-19.

The Parks Academy 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. This will be bespoke to each child and recorded on CPOMS.

Where The Parks Academy has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – these will be discussed immediately with the Trust.

13. PEER ON PEER ABUSE

The Parks Academy recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where an Academy receives a report of peer on peer abuse, they will follow the principles set out in Part 5 of KCSIE and of those outlined within the Child Protection and Safeguarding Policy.

The Academy 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 on CPOMS and appropriate referrals made.

14. SUPPORT FROM THE TRUST

The Director of Inclusion and Student Support will provide support to enable the DSL to carry out their role effectively.

This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction.

The Trust will also provide regular group and individual supervision sessions. This may take the form of a telephone call or online meeting.