

HAT Child Protection Addendum and Guidance – Update March 2020

DfE Guidance to schools – Friday 27th March (*Italics is direct DfE guidance notes*)

New guidance is available at the following website below (Please be aware this may be added to and amended as time goes on – this addendum and guidance reflect the position as of Monday 30th March)

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

DfE Guidance states that the key aspects of CP arrangements in our current operating model are:

- *with regard to safeguarding, the best interests of children must always continue to come first*
- *if anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately*
- *a DSL or deputy should be available*
- *it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children*
- *children should continue to be protected when they are online*

NCC and Northants NHS Guidance – Monday 30th March

<http://www.northamptonshirescb.org.uk/about-northamptonshire-safeguarding-children-partnership/news/covid-19-safeguarding-arrangements/>

- If it is an emergency and you think that a child may be in immediate danger please contact the emergency services directly by calling 999.
- If you need to contact the Multi-Agency Safeguarding Hub (MASH) to make a safeguarding referral, please telephone 0300 126 1000.
- If you need to contact Social Care urgently during the evening, at night or at the weekend, please telephone the out-of-hours team on 01604 626938.

Please see attached NCC document regarding application of thresholds during Covid-19 pandemic.

NHFT - Looked After Children (LAC) Mental Health Services - the LAC Mental Health Team is operating an alternative service offer at the moment. They are not currently able to see clients face-to-face for non-urgent appointments. In the attached document is a list of what is being offered and how to access services. Please be aware that this offer will be reviewed regularly and may be changed subject.

In case of any allegations made against staff there are currently no changes to the NCC Designated Officer arrangements for Northants – Please continue to email LADOReferral@northamptonshire.gov.uk or call 01604 364 031.

Accessing a DSL or suitable person

The optimal scenario for any school or college providing care for children is to have a trained DSL or deputy available on site. It is recognised this may not be possible, and where this is the case there are 2 options to consider:

- *a trained DSL or deputy from the school or college can be available to be contacted via phone or online video - for example working from home*
- *sharing trained DSLs or deputies with other schools or colleges (who should be available to be contacted via phone or online video)*

Where a trained DSL or deputy is not on site, in addition to one of the above options, the department recommend a senior leader takes responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection files, 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 school or college.

All staff must continue to report any concerns to the DSL(s) in their setting and ensure that a CPOMs record is started. If, in the unlikely event of a DSL not being available face to face or by phone in your setting, all staff members should contact the Principal(s) of the setting. He or she will then seek advice from a lead DSL from another HAT Academy or the CEO or DFO if not a trained DSL themselves. All DSLs can access CPOMs remotely as required.

DSLs and staff should continue to use CPOMs on site or remotely to log concerns. All concerns must be added to CPOMs ASAP. This allows for a DSL to decide if further action is required.

DSL Contacts:

Rob Hardcastle – CEO – hardcastler@hattonacademiestrust.org.uk and 07795684033

Claire Byron – Lead DSL (Oakway) - c.byron@oakwayacademy.org.uk

Luke Shackleton – Lead DSL (SCHA) - Shackletonl@hattonacademy.org.uk

Hayley Scargill – Lead DSL (VPA) - scargillh@victoriaprimariyacademy.org.uk

Kate Cleaver – Lead DSL (EVPA) - cleaverk@ectonvillageacademy.org.uk

Professionals working together to support vulnerable learners

Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and Virtual Schools Heads (VSHs) will continue to work with vulnerable children in this difficult period and should support these children to access this provision. There is an expectation that children with a social worker will attend provision, unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child.

School and college staff should continue to work with and support children's social workers to help protect vulnerable children. This will be especially important during the COVID-19 period.

We must continue to try and be in regular contact with any allocated social worker, particularly where the family of a vulnerable child does not have agreement with school and the social worker that the child should stay at home. Where contact is made this should be recorded on CPOMs in

the normal way. There is a separate welfare check script for use by welfare colleagues in each setting.

Attendance for vulnerable learners

Schools/colleges and social workers should be agreeing with families whether children in need should be attending education provision – and the school or college should then follow up on any child that they were expecting to attend, who does not.

This is already happening but dialogue should continue in case circumstances change. We may be away from school for a long time and, alongside the allocated social worker, this needs to be kept under review.

Schools and colleges should also follow up with any parent or carer who has arranged care for their children and the children subsequently do not attend.

This is general advice that we are already following if a child we were expecting to attend on a specific day does not do so. Our morning call attendance check procedures should be followed.

To support the above, schools and colleges should 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 child does not take up their place at school or college, or discontinues, the school or college should notify their social worker.

If a child who has an allocated social worker is attending and then stops attending without any explanation from the family then attempts should be made to contact the family to find out why. A DSL should then contact the allocated social worker ASAP. If they are unavailable then please refer to MASH.

Staff induction in relation to CP

Where new staff are recruited, or new volunteers enter the school or college, they should continue to be provided with a safeguarding induction. An up to date child protection policy (described above) will support this process as will part 1 of KCSIE.

Vulnerable children who move schools

For looked-after children, any change in school should be led and managed by the VSH with responsibility for the child. The receiving institution should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum the receiving institution should, as appropriate, have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is).

This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Any exchanges of information will ideally happen at DSL (or deputy) level,

and likewise between special educational needs co-ordinators/named individual with oversight of SEN provision for children with EHC plans.

DSL/SENCo and Principal must both check any file for a vulnerable learner before it is sent onto a receiving setting. This is to ensure the criteria above is met.

Safely utilising staff from other settings outside of the Trust or if HAT employees are detailed to work in a setting outside of our Trust

Regarding members of the school or college workforce already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another school or college to support the care of children. The type of setting on the DBS check, for example a specific category of school, is not a barrier.

The same principle applies if childcare workers move to work temporarily in a school setting. The receiving institution should risk assess as they would for a volunteer (see above). Whilst the onus remains on schools and colleges to satisfy themselves that someone in their setting has had the required checks, including as required those set out in part 3 of KCSIE, in the above scenario this can be achieved, if the receiving institution chooses to, via seeking assurance from the current employer rather than requiring new checks.

In the unlikely event we were asked by NCC to consider arrangements for admitting children or staff from settings outside of our Trust then two actions would happen first. NCC would confirm that any staff who transfer into our setting to work have a clear and enhanced DBS and details would need to be provided to meet SCR requirements. This would be coordinated by NCC and the central trust team. Next, NCC would facilitate the transfer of CP records for a vulnerable learner from the home setting to our setting. This would take place through DSL to DSL online meetings and transfer of a CP record.

It is essential from a safeguarding perspective that any school or college is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, schools and colleges must continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

The SCR can, if a school or college chooses, provide the means to log everyone that will be working or volunteering in a school or college on any given day, including any staff who may be on loan from other institutions. The SCR can also, if a school or college chooses, be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.

Our SCR will be updated either as part of normal procedures i.e. a new member of staff joining or leaving our trust or, as previously outlined, in the unlikely event of colleagues from outside of our trust having to provide childcare in our setting as part of emergency procedures. Please do not currently accept any new volunteers to work in a setting until we move back to our previous operating model (pre-Covid-19).

Children and online safety away from school and college

All schools and colleges should be doing what they reasonably can to keep all of their children safe. In most cases, the majority of children will not be physically attending the school or college. It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk

The department is providing separate guidance on providing education remotely. It will set out 4 key areas that leaders should consider as part of any remote learning strategy. This includes the use of technology.

We will wait for this guidance from the DfE and disseminate as soon as is possible. All staff must be clear they have a duty to keep children who are engaging in online learning as safe as is practically possible. Any concerns picked up by a staff member must be reported in the normal way.

Staff working safely with online learners

The HAT Code of Conduct for Staff should apply equally to any existing or new online and distance learning arrangements which are introduced. In the unlikely event of staff from settings outside of our trust providing childcare in one of our settings they will be provided with a copy of our Staff Code of Conduct and the Child Protection Policy including this addendum and guidance.

Ensuring children and parents are supported with online learning

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. As well as reporting routes back to the school or college this should also signpost children to age appropriate practical support from the likes of:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

Alongside the three websites set out above, it is important that children have an understanding of a clear and simple reporting procedure for your setting should they be uncomfortable with any aspect of online learning taking place. This is most easily achieved through having a named DSL available to them through email. For our youngest children this would have to be checked through regular phone or online contact with families where possible.

Support for parents and carers to keep their children safe online includes:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London 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

This information should be provided regularly to parents through communications should as e-safety newsletters or regular academy newsletters. It must be clear when this information was last provided to them.

Site Security

It is clear that access to the schools site is still required as we operate a repurposed model of education. Senior leaders must ensure that the site is suitably secure with no free access to anybody other than school staff and children. It should not be possible to enter the building without going through normal checks at school reception area first.