

# Woodlands Academy Safeguarding and Child Protection Policy Addendum- Covid-19

---

January 2021

School Name: Woodlands Academy  
Addendum written by: C. Hasker  
Date: 14.1.2021

## Key contacts

Role	Name	Email
Designated Safeguarding Lead	Catherine Hasker	<a href="mailto:office@woodlands.ealing.sch.uk">office@woodlands.ealing.sch.uk</a>
Deputy Designated Safeguarding Lead	Sonia Magan	<a href="mailto:office@woodlands.ealing.sch.uk">office@woodlands.ealing.sch.uk</a>
Safeguarding Lead	Jane Sherborne	<a href="mailto:office@woodlands.ealing.sch.uk">office@woodlands.ealing.sch.uk</a>
Safeguarding Lead	Lauren Moxom	<a href="mailto:office@woodlands.ealing.sch.uk">office@woodlands.ealing.sch.uk</a>
Head teacher	Harinder Rana (Acting Co Heads- Sonia Magan and Catherine Hasker)	<a href="mailto:office@woodlands.ealing.sch.uk">office@woodlands.ealing.sch.uk</a>
Chair of Governors	Shirley Kenworthy-Wright	<a href="mailto:office@woodlands.ealing.sch.uk">office@woodlands.ealing.sch.uk</a>
Deputy Chair of Governors	Naheema Walji	<a href="mailto:office@woodlands.ealing.sch.uk">office@woodlands.ealing.sch.uk</a>
Safeguarding Governor	Shirley Kenworthy-Wright	<a href="mailto:office@woodlands.ealing.sch.uk">office@woodlands.ealing.sch.uk</a>
ECIRS (Ealing Children's Integrated Response Service)		020 8825 8000 <a href="mailto:ecirs@ealing.gov.uk">ecirs@ealing.gov.uk</a>
Ealing LADO	Paul Andrews	020 8825 8930 <a href="mailto:Asv@ealing.gov.uk">Asv@ealing.gov.uk</a> <a href="mailto:Child.protection@ealing.cjsm.net">Child.protection@ealing.cjsm.net</a>
Online tool for families to stay safe online	CEOP tools	<a href="https://www.thinkuknow.co.uk/parents/support-tools/home-activity-worksheets?utm_source=Thinkuknow&amp;utm_campaign=03cb8440df-TUK_ONLINE_SAFETY_AT_HOME_24_03_20&amp;utm_medium=email&amp;utm_term=0_0b54505554-03cb8440df-55106681">https://www.thinkuknow.co.uk/parents/support-tools/home-activity-worksheets?utm_source=Thinkuknow&amp;utm_campaign=03cb8440df-TUK_ONLINE_SAFETY_AT_HOME_24_03_20&amp;utm_medium=email&amp;utm_term=0_0b54505554-03cb8440df-55106681</a>

## Scope and definitions

This addendum sets out changes to our Safeguarding and Child Protection policy in light of coronavirus, and should be read in conjunction with that policy. Unless covered here, our Safeguarding and Child Protection policy continues to apply.

This addendum is subject to change, in response to any new or updated guidance the Government may publish. We will keep it under review as set out in section 15 below.

In this addendum, where we refer to measures to protect pupils who are at home, this means those who are learning at home for reasons to do with coronavirus – for example, due to clinical and/or public health advice, such as if there is a local lockdown or if they need to self-isolate.

In this addendum, where we refer to vulnerable children, this means those who:

- Are assessed as being in need, including children:
  - With a child protection plan
  - With a child in need plan
  - Looked after by the local authority
- Have an education, health and care (EHC) plan
- Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:
  - On the edge of receiving support from children's social care services
  - Adopted
  - At risk of becoming NEET ('not in employment, education or training')
  - Living in temporary accommodation
  - Young carers
  - Considered vulnerable by the school and/or LA

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.

Woodlands 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 (LAC) and previously looked-after children (PLAC). The lead person for this LAC and PLAC is: Catherine Hasker.

There is an expectation that vulnerable children who have a social worker will attend an education setting so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, a social worker may explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Woodlands Academy or a social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

### **Core Safeguarding Principles**

We will follow the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

We will always have regard for these important safeguarding principles:

1. The best interests of children must come first
2. If anyone has a safeguarding concern about any child, they should act on it immediately
3. A designated safeguarding lead (DSL) or deputy should be available at all times
4. It is essential that unsuitable people do not enter the school workforce or gain access to children
5. Children should continue to be protected when they are online.

### **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, both for children at school and those at home. 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.

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy; this includes completing a concerns form if in school and contacting the DSL directly if working remotely.

Where staff are concerned about an adult working with children in the school, they should report their concern to the Headteacher immediately. If they are concerned about the Headteacher, they must report their concern to the Chair of Governors (Deputy in her absence) and/or Local Authority Designated Officer, Paul Andrews (LADO). If there is a requirement to make a notification to the Headteacher whilst away from school, this should be done verbally and followed up with an email to the Headteacher.

### **DSL (and deputy) Arrangements**

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

If our DSL (or deputy) cannot be on site, they can be contacted remotely. On occasions where there is no DSL, deputy or other safeguarding leads on site, the Acting Co-Headteachers, Sonia Magan and Catherine Hasker, will take responsibility for co-ordinating safeguarding.

### **Working with Other Agencies**

We will continue to work with children's social care, with virtual school heads for looked-after and previously looked-after children, and with any other relevant safeguarding and welfare partners, to help keep children safe.

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

### **Monitoring Attendance**

We will resume taking our attendance register. We will also follow guidance from the Department for Education on how to record attendance and what data to submit.

All pupils of compulsory school age will be expected to attend school unless:

- a statutory reason applies (for example, the pupil has been granted a leave of absence, is unable to attend because of sickness, is unable to attend because of clinical and/or public health advice, is absent for a necessary religious observance).
- Government guidelines state otherwise (for example, Lockdown).

Where any child we expect to attend school does not attend, or stops attending, we will:

- Follow up on their absence with their parents or carers
- Notify their social worker, where they have one

We will arrange with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

### **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 – about both children attending school and those at home.

### **Concerns about a Staff Member or Supply Teacher**

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 – whether those concerns are about staff/supply teachers/volunteers working on site or remotely. 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.

### **Safeguarding All Children**

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

Staff 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.

### **Children returning to School**

The DSL (or deputy) actively encourage parents and carers to share any information as to whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before children return.

They will also liaise with the school nurse(s) to gather relevant information about any support provided by school nursing services while children have not been in school.

The DSL (and deputy) will be given time to support staff and children regarding new concerns (and referrals as appropriate) as children return to school.

Staff will be alert to any new safeguarding concerns as they see pupils in person.

## Children at Home

Woodlands Academy is committed to ensuring the safety and wellbeing of all its children.

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 in a secure drive, as should a record of contact that has been made. Where an email, or letter, has been sent, this too must be recorded on the secure drive. The communication plans can include; remote contact, phone contact, doorstep visits. Other individualised contact methods should be considered and recorded. We 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.

We recognise that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. The staff need to be aware of this in setting expectations of pupils' work where they are at home.

The school will maintain contact with children who are at home:

Class teachers will:

- hold daily live lessons with classes using Google meet. A second adult will be present at all times for safeguarding purposes
- will teach and support children with their home learning
- email parents of children who are finding accessing the learning challenging.
- request phone calls from senior management where a family needs additional support.

The DSL will keep in contact with vulnerable children offering support and guidance and signposting to agencies and the Local Offer.

Staff will try to speak directly to children at home to help identify any concerns with a parent present. They will use school phones and devices to make calls home when they can. If necessary, they will use personal phones and will withhold their personal number.

Staff will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls.

## Online Safety

- **In school:** Woodlands Academy will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where children are using computers in school, appropriate supervision will be in place. We will continue to have appropriate filtering and monitoring systems in place in school. Online Safety will continue to be explicitly taught throughout the curriculum.
- **Outside school:** Where staff are interacting with children online, they will continue to follow our existing staff code of conduct and our 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. Children will be taught how to report any concerns, including how to report them back to our school. They have access to daily check in forms and the worry button to report concerns. All live sessions taught on Google Meet will always:
  - Be attended by at least 2 members of staff
  - Staff and children must wear suitable clothing, as should anyone else in the household.
  - Cameras should be turned on to ensure staff are aware of who is watching the lesson
  - Language must be professional and appropriate, including any family members in the background.

- Staff must only use platforms provided by Woodlands Academy
- **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, where relevant, 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 teaching and resources our school provides
  - Know where else they can go for support

## **Mental Health**

- **Children returning to school:** Staff will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behavioural signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.
- **Children at home:** Where possible, we will continue to offer our current support for pupil mental health for all pupils e.g. via Newsletters, Daily Check in, live circle time, assemblies and external agency support. We will also signpost all pupils, parents/carers and staff to 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. Staff will be alert to mental health concerns in children who are at home, and act on these immediately.

## **Staff Recruitment**

We continue to recognise the importance of robust safer recruitment procedures, so that staff who work in our school are safe to work with children. We will continue to follow our safer recruitment procedures, and part three of Keeping Children Safe in Education. When carrying out DBS checks and right to work checks, we will follow the latest guidance from the DBS, Home Office and Immigration Enforcement as appropriate (for example, with regards to the process for verifying documents). We will inform candidates about the intended process as soon as reasonably practicable.

In the unlikely event, where we are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

We 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.

We 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](mailto:Misconduct.Teacher@education.gov.uk)

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school 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, we will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

### **Safeguarding Induction and Training**

We will make sure staff are aware of changes to our procedures and local arrangements. New staff will continue to receive a safeguarding induction in line with the expectations of Keeping Children Safe in Education.

DSL training and updates will continue remotely to ensure statutory compliance.

### **The Role of the Governors**

The Governors will provide support and guidance as appropriate to enable the DSL to carry out their role effectively. This support might include regular contact with the DSL (at least once a fortnight) and providing supervision arrangements should they be required.

### **Monitoring Arrangements**

This addendum will be reviewed as guidance from the three local safeguarding partners, the LA or Department for Education is updated, and as a minimum annually.