



LWS Academy

Montefiore Drive, Sarisbury Green, Southampton, SO31 7NL.

Child protection and safeguarding: COVID-19 addendum

GFM Special Phase & Alternative Provision

LWS Academy

EA

Gateway

March 2020

To be reviewed - Ongoing



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Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	LWS: Tamara Mitchell EA: Vicky Cadwallader-Thornewill Gateway: Ben Beazley	tmitchell@lws.gfmat.org vc-thornewill@ea.gfmat.org to liaise with host school DSL bbeazley@gateway.gfmat.org to liaise with host school DSL
GFM Host Schools DSL	Brune Park – Rachel Adderley Bay House – Steve Kitchen	radderley@brunepark.gfm.org skitchen@bayhouse.gfm.org
Deputy DSL	Stuart Tyreman –LWS, EA & Gateway LWS: Chris Berry Rebecca Lawley Tiffany Morris Claire Knight Rebecca Gumm	styreman@lws.gfmat.org cberry@lws.gfmat.org rlawley@lws.gfmat.org tmorris@lws.gfmat.org cknight@gateway.gfmat.org rgumm@gateway.gfmat.org
Executive Headteacher for Special & Alternative Provision - GFM	Stuart Tyreman	styreman@lws.gfmat.org
Local authority designated officer (LADO)	Barbara Piddington Fiona Armfield	Barbara.Piddington@hants.gov.uk Fiona.Armfield@hants.gov.uk
Chair of governors	Kirsty Robertson	kr Robertson@global.gfmat.org
Channel helpline		Tel: 020 7340 7264



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Multi-Agency Safeguarding Hub (MASH)		Tel: 01329 225379
Police		Tel - 101/999

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our 3 local safeguarding partners, and local authority (LA) Hampshire

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:
Have a social worker, including children:

- With a child protection plan
- Assessed as being in need
- Looked after by the local authority

Have an education, health and care (EHC) plan

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children
- Children should continue to be protected when they are online



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3. 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.

Information has been shared in the daily welfare check in guide. Concerns to be shared with line manager, who will then discuss with DSLs on duty. All concerns to be recorded on CPOMS and DSLs alerted to them as per usual process.

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.

4. DSL (and deputy) arrangements

We aim to have a minimum of 1 trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum. In addition there will be 2 additional trained DSLs available as per the staffing rota each day who can be contacted via email.

We will keep all school staff and volunteers informed by email/ and the digital staff notice board as to who will be the DSL (or deputy) on any given day, and how to contact them.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

In the case of severe illness/self isolation, where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be Tamara Mitchell/Stuart Tyreman. You can contact them by: email as per the details above.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

Identify the most vulnerable children in school

Update and manage access to child protection files, where necessary

Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments.

5. Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from: Our 3 local safeguarding partners Hampshire Children's Services, NHS Southern, and Hampshire Constabulary.



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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

The following guidance is currently in place:

HCC SEN - where student's EHCP needs could be met safely at home they should remain at home. If they have medical or personal care needs which require additional support, arrangements should be made where possible for support to be at home. Students should only attend special provision if there is no risk to their health.

EHCPs can be postponed during this period, however if all parties have the means to do so, a virtual meeting could be arranged. This also applies to PEP meeting procedures.

Health - CAMHS appointments will be held by telephone/video call where possible.

Children's Services contact with vulnerable students will be remote where possible. All meetings will be held virtually.

6. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers, by contacting by telephone/email/text on a daily basis until contact is made. In rare situations it may be necessary for school staff to make a cold call to the home (practising safe social distancing measures), if there is prolonged non-contact.
- Notify their social worker, where they have one
- We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.
- We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

We will attempt to contact every family and student via telephone a minimum of 3 times per week, and all vulnerable students daily. All contact is logged on internal school systems.



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7. 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.

8. Concerns about a staff member or volunteer

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.

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 for the duration of the COVID-19 period, in line with government guidance.

9. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this. If these children will not be attending school, we will put a contact plan in place, as explained in section 10.1 below.

10. Safeguarding for children not attending school

10.1 Contact plans

We have contact plans for all students, with higher expectations for students with a social worker and students who we have safeguarding concerns about, for circumstances where:

They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or

They would usually attend but have to self-isolate

These plans set out:

- How often the school will make contact
- Which staff member(s) will make contact
- How they will make contact

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- All information is logged on Tutor tracker and CPOMs if necessary.

Please see Communication/Safeguarding Expectations during COVID-19 period.

10.2 Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk. Staff and volunteers 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. In particular, children are likely to be spending more time online (see section 11 below).

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy/code of conduct/IT 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, following our reporting procedures as set out in section 3 of this addendum. We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

11.3 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, 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 remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

This will be shared by email/texts/daily welfare checkins and digital student notice board.



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12. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. The school counsellor will be available via her school email rgumm@lws.gfmat.org, and will make regular contact with those students already receiving support from her. She will also be providing regular information on the digital student notice board.

We will also signpost all pupils, parents 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.

13.1 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school. We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

13.2 Staff 'on loan' from other schools

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks. Where possible, 'loaned staff' will come from within the GFM. This will ensure all relevant safer recruitment checks have already been completed by GFM HR.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.



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13.3 Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1
- We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:
 - A copy of our child protection policy and this addendum
 - Confirmation of local processes
 - Confirmation of DSL arrangements

13.4 Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will use the single central record to log:

Details of any risk assessments carried out on staff and volunteers on loan from elsewhere
DBS checks and personal details

We will keep an internal log of who is on site each day.

14. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head



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Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards. 13.4 Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

[Change this paragraph if you're going to use a different way of logging who's in school each day.]
We will use the single central record to log:

Everyone working or volunteering in our school each day, including staff 'on loan'

Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

15. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, and as a minimum [insert interval, we recommend every 3-4 weeks] by Tamara Mitchell - Lead DSL. At every review, it will be approved by the full governing board.

16. Links with other policies

This policy links to the following policies and procedures:

- Communication/Safeguarding procedures during COVID 19 Period
- Child protection policy
- Staff [behaviour policy/code of conduct]
- IT acceptable use policy
- Health and safety policy
- Online safety policy



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The GFM logo consists of a stylized blue wave-like line that curves upwards and then downwards, ending in a small loop. The letters 'GFM' are positioned to the right of the end of the wave.

GFM

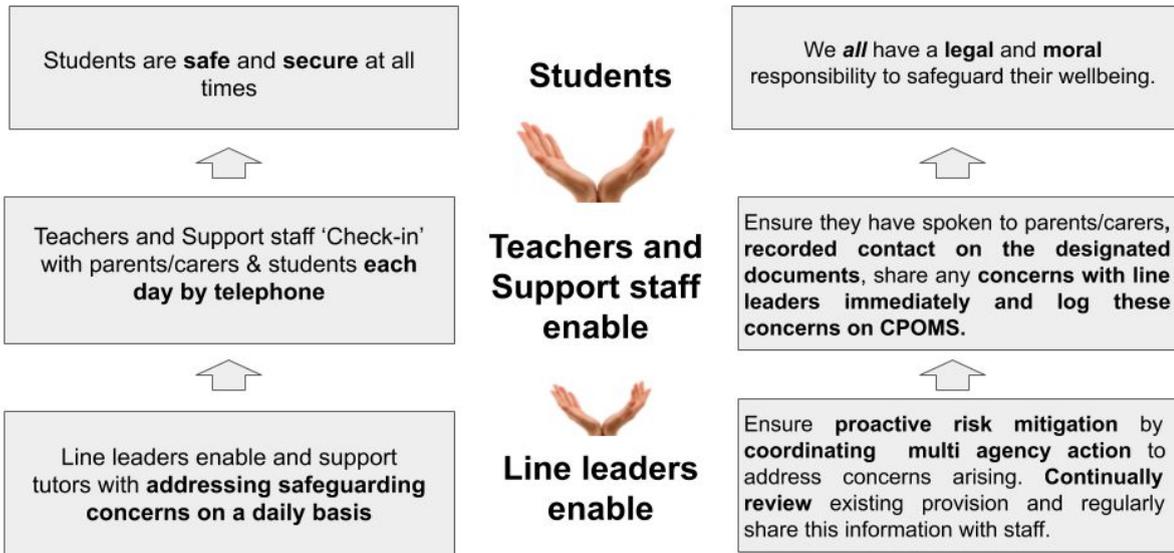


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Supporting Policies - Absence, Child Protection/Safeguarding (inc COVID 19 Addendum)

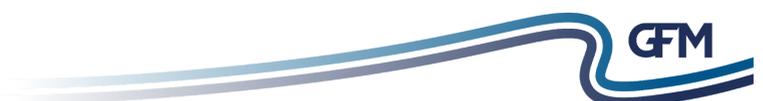
Safeguarding Students during CV-19



In usual circumstances, our ability to provide safeguarding supervision is enabled by the daily attendance of students. In cases of absence we follow the absence policy which requires first day absence communication with families, and this escalates if attendance does not improve. This is supported by processes such as the legal attendance process, and referrals to Childrens' Services when there has been no communication in any form from any member of the family over a prolonged period.

None of this is available to us now, and our roles in education are now primarily focused on ensuring the wellbeing of students and families including safeguarding needs. Challenging with social distancing and families who may struggle to engage with support and communication. The safeguarding risks for our students have potentially increased significantly with current government limitations of social distancing, but our ability/toolbox to monitor has decreased.

As we are unable to see students' welfare on a daily basis, we need to make arrangements to have daily communication with them in some form. This includes all students on part-time timetables/alternative





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provision. This applies to both families and students. Students are rated according to their vulnerability as defined by the recent Government legislation:

All students with a social worker:

A minimum expectation is that you attempt verbal contact everyday with these students/families regardless of their usual attendance pattern. If no contact is made, a follow up text/email is sent. If continued non-contact please discuss with leadership members who will advise accordingly. For those students in **residential care homes**, discussion may be had with the home about the agreed acceptable level of contact. This will need to be agreed by an SLT member before finalising, and recorded for the student.

All students with a social worker will be allocated to the DSLs in the phase to continue the communication over the Easter period +1 week post break. This will be reviewed in line with Government guidance updates. More details will be released over the coming days.

All EHCP students:

Where possible, attempt verbal contact by telephone every day. For those families/students who find this difficult, alternative arrangements could be discussed whereby there are phone calls on Mon, Wed, Fri and email/text contact on Tues, Thurs.

No more than three days should pass without attempts at verbal communication with families/students. As previously mentioned, all alternative agreed plans should be discussed with an SLT member for agreement before being finalised with parents.

If possible, obtain student phone numbers and phone/ text them directly as well as parents. All students have a GFM email, please feel free to use this to encourage communication, ie., an agreed time for a phone call as discussed via email/text.

We can use Arbor to send texts (to protect personal mobile phones) and emails. This will record all communication to ensure both students and staff are safeguarded.

All communication/attempts should be logged on your trackers. This enables senior leaders to identify ongoing concerns, and have evidence to support referrals.

If at any point in your communication you have concerns/prolonged non contacts, please discuss with your line manager who will then potentially speak to the Senior Leader on duty, and if any further doubts then be discuss these with the lead DSL. This discussion could be supported via a 'Hang Out' meeting - to try and



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replicate those all important discussions we would usually have at school in order to come to the appropriate action.

We appreciate this may be more contact than families may be used to in usual circumstances, but the wellbeing of the students is paramount at all times.

Helpful scripts:

Checking the whole family is well - guidance over self isolation if necessary.

Possible support which could be offered/signposted - food parcels, mental health, food/medicine deliveries etc

Being an ear for them to offload to - we know how challenging it can be to have some students in school - imagine being with them for 24 hours a day ongoing. This goes both ways - challenging for students.

Safeguarding

All information to be shared via CPOMS alerting DSLs.

When considering safeguarding concerns, remember to think what is the actual risk?

All services are working as remotely as possible at present and Children's Services is only providing an emergency service for those children at risk of immediate harm.

Things to consider:

- is there a known history of risk of immediate harm? If yes, what is the harm.
- Perspective of current national situation and how this may affect families including mental health, willingness to engage, receive cold calls, telephone calls. Some families may want to withdraw completely. How do we manage this as there are now formal expectations on families to engage, i.e. ALP.
- What are you seeking as an outcome of any potential referrals?
- Is there more that LWS could do, ie., not just passing something to another agency because our usual process hasn't worked initially.

Let's make a conscious effort to support each other by attempting to replicate those vital discussions used in school usually that help with our collective thinking. In turn this will also help our families to ensure they are not feeling 'policed', and therefore willing to continue to engage.

Every day there will be a minimum of 3 DSLs on duty across the phase.

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