Published date: March 2020	Next review deadline: As required	Statutory	Executive Lead at ATT: Sarah Bloomer – Director of Safeguarding

Links to:	
• **Safeguarding and Child Protection Policy** • **Staff Code of Conduct** • **Behaviour Policy** • **Safer Recruitment/DBS policy** • **E-safety Policy**	• **SEND policy** • **Allegations Against Staff (Staff Disciplinary Policy and Procedures)** • **Anti-Bullying Policy** • 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

Context

From 20th March 2020 schools and academies were officially closed, parents were asked to keep their children at home, wherever possible but schools and academies were to remain open as care providers only for vulnerable children and children of workers critical to the COVID-19 response - who absolutely need to attend. This updated version of the COVID-19 Addendum reflects the change in context to expect more pupils to attend the academy in the coming weeks and months.

This sub-section of the **Iceni academy (Secondary)** Safeguarding and Child Protection policy contains details of our safeguarding arrangements during this period. This addendum should be read alongside the academy safeguarding and child protection policy.

We will ensure that where we care for children on site, we have appropriate support in place for them. We will take advice and work with the local safeguarding partners.

We 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 spread of coronavirus.

Where we have concerns about the impact of staff absence, such as our Designated Safeguarding Lead, First Aiders or members of the Leadership Team – will discuss them immediately with the relevant members of our Trust.

Safeguarding arrangements in our academy are underpinned by two key principles:

- Safeguarding is everyone's responsibility: all staff, governors and volunteers should play their full part in keeping children safe. We will continue to refer to Keeping Children Safe in Education Sept 2019.

- A child-centered approach: a clear understanding of the needs and views of children. We recognise the importance of enabling children to talk openly about anything that worries them and to feel confident that they will be listened to.

Contents

1. Key Contacts

Role	Name	Contact number	Email
Iceni academy (Secondary) Designated Safeguarding Lead	Mr Duncan Carmichael	07903630346	Duncan.carmichael@iceni.attrust.org.uk
Iceni academy (Secondary) Deputy Designated Safeguarding Lead(s)	Mrs Sheena Walker	07717422205	Sheena.walker@iceni.attrust.org.uk
Wider SLT contacts	Mr Stephen Plume	01366 728333	office@iceni.attrust.org.uk
Executive Principal/RED			
(ATT) Trust Director of Safeguarding	Sarah Bloomer	m: 07880 389 927	sarah.bloomer@academytransformation.co.uk
If Clusters are Used Academy Name Designated Safeguarding Lead			
Academy Name Deputy Designated Safeguarding Lead(s)			

2. Vulnerable Children:

Vulnerable is identified as:

- Child Protection
- Children in Need
- Children in Care & Children who have been in care (included adopted)
- Young Carers
- Children with an EHCP
- NEET (at risk of becoming)
- Those in temporary accommodation
- 'Otherwise Vulnerable': Children that the academy or local authority access as vulnerable that could benefit from continued attendance (any year group).

Attending education settings is known as a protective factor for children who are vulnerable. It is right that we prioritise support for those who will benefit the most. We are **balancing** this carefully

with the urgent need to reduce social contact right across society to support the work to reduce the spread of coronavirus (COVID-19).

Leaders and especially designated safeguarding leads know their most vulnerable children best and will offer additional places to those on the edges of receiving children's social care support based upon risk assessments and need. Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

It is important to note that some children that have not been 'at risk' previously become more at risk in this new COVID-19 context; the expected rise in DV has begun and we must respond by considering who should be offered a place at the academy provision and by keeping in contact with the child's home. Children potentially suffering from Domestic Violence, Neglect, Abuse, Child Criminal Exploitation or Child Sexual Exploitation will be elevated to the daily contact list to ensure that a referral can be made as soon as there is a concern raised.

We understand that there will likely be an increase in disclosures from children and adults as they return to the academy and have prepared for this by increasing capacity to support those people and make appropriate referrals.

Pupils and their families have been contacted regularly to discuss welfare, health and wellbeing during periods of non-attendance and they will be asked to share any changes to the pupil's welfare, health or wellbeing as they start to attend the academy once more to allow the academy to maintain accurate records and respond appropriately to individual needs.

We 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 in line with the safeguarding partners detailed in the safeguarding and child protection policy.

3. Do vulnerable children have to continue to go to an education setting?

There is a government expectation that vulnerable children 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 **Iceni academy (Secondary)** will explore the reasons for this, directly with the parent and record the outcome on CPOMS.

The academy will ensure that the relevant social worker or virtual head is made aware of any vulnerable child that has chosen not to attend the academy. We will work with social workers and virtual heads as necessary to ensure effective monitoring continues of these children.

Where parents are concerned about the risk of the child contracting the virus, the academy and the social worker should talk through these anxieties with the parent following the advice set out by Public Health England.

The academy will consider how to encourage children and young people to attend an education setting where the risk assessment suggests that this is in the best interests of the child. Social workers will remain in contact with vulnerable children and families, including remotely if needed.

We will record attendance for all pupils expected to attend the academy inline with the attendance codes and advice released by the DfE on 28th May 2020 found here:

4. Children with an EHCP

Those children with an EHC plan will be risk-assessed in consultation with the local authority (LA), the parents and the child (where possible) to decide whether they need to continue to be offered a place to attend the academy in order to meet their needs, or whether they can safely have their needs met at home. This will include, where necessary, carers, social worker, therapists or clinicians visiting the home to provide any essential services. Attendance is expected where it is determined, following a risk assessment, that the pupil's needs can be as safely or more safely met in the educational environment.

5. Children Attending Alternative Provision

Where our students are attending an alternative provision the government expectation is that it has remained open. We will continue to record attendance (see below) for these children in the same way as children that are attending **Iceni academy (Secondary)** during this time. We will follow the same guideline listed above if any of these children are classified as vulnerable or have an EHCP.

6. 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, however where a child was expected to attend the academy, and did not attend, we will phone the relevant parent or carer to establish that the child is safe and well and the reason for non-attendance. This will be recorded in the 'safe and well check' spreadsheet.

To ensure the above we will communicate with parents and carers to re-confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a child categorised as vulnerable (see above) does not take up their place in the academy, or discontinues after a period of attendance, we will notify their social worker and virtual head.

7. Designated Safeguarding Leads (DSL) and Deputies (DDSL)

The DSL (DDSL) remains responsible for managing safeguarding within the academy and (with the principal) responsible for ensuring that safeguarding is effective. The DSL will support the Principal in making decisions that will allow the academy to monitor relevant students and ensure that safeguarding is considered as part of any new processes or structures that are introduced to meet the demands during the Covid-19 context.

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

The DSL (DDSL) is responsible for overseeing that pupil attendance is monitored and safe and well checks are in place to allow timely safeguarding referrals to be made or actions taken, should they be required.

The DSL (DDSL) will ensure that information sharing is effective and timely to ensure that any adults in other educational provisions looking after **Iceni academy (Secondary)**'s children continue to be effectively safeguarded when in that provision.

8. Potential Absence of DSL/DDSL

Please refer to section 1 for the names and contacts of relevant safeguarding contacts during the Covid-19 context.

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 they are working from home). Where possible though the academy will seek to include a DSL/DDSL in each shift in the rota.

Whatever the scenario, it is important that all staff and volunteers have access to a trained DSL or deputy. On each day, staff on site will be made aware of who that person is and how to speak to them if the DSL or DDSL is not on site.

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 and will contact Sarah Bloomer (Director of Safeguarding) or failing that, contact the Executive Principal or Regional Educational Director to notify them of the situation immediately. The senior leader will update and manage access to the child protection online management system (CPOMS) and liaise with the offsite DSL (or deputy) and as required liaise with children's social workers where they require access to children in need and/or to carry out statutory assessments at the academy. The senior leader will also ensure that all the responsibilities of the DSL listed above (section 7) will be met.

If a situation occurs where there is no DSL/DDSL/Member of SLT available for the academy on any particular day (e.g. due to unprecedented levels of illness), the most senior member of staff for that day will contact Sarah Bloomer (Director of Safeguarding) and failing that, the Executive Principal or Regional Educational Director for the academy to establish who the contactable DSL is for that day to ensure that appropriate referrals are made to relevant agencies in a timely manner. See section 1 for contact details.

9. Reporting a Concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school safeguarding policy, this includes making a report via CPOMS, which can be done remotely if required.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead and the Principal (unless they have been informed that other members of SLT are leading the academy due to absence through illness). This will ensure that the concern is received.

During the Covid-19 context, we will ensure that paper copies of the safeguarding referral form are kept at reception to allow any adults working in our academy on a temporary basis (see section 10) to be able to make a safeguarding referral quickly and efficiently. 'Temporary' staff/volunteers will be told how they can access these forms every day that they enter the academy by the person signing them in. Once complete, the form must be handed to the DSL/DDSL or senior leader responsible for safeguarding that day in the academy.

All staff and volunteers are reminded of the need to report any concern immediately and without delay. Disciplinary action will be taken if there is an unreasonable delay making a safeguarding referral to the DSL/DDSL; safeguarding pupils remains our first priority.

See Annex 1 of the full safeguarding and Child Protection Policy for a flow chart.

10. Safeguarding from alternative settings

If in the event that any of **Iceni academy (Secondary)**'s pupils are attending another educational provision due to i) the academy being temporarily closed due to staff shortages, ii) the need for a deep clean or iii) as part of a cluster model, it is the responsibility of the DSL and the Principal to ensure that a sufficiently robust system is set up in advance of this to ensure that relevant information about the child is shared to relevant safeguarding staff in that setting and that safeguarding referrals can be made and actioned in a timely manner. This is especially important where children are vulnerable.

For looked after children, any change in educational setting should be led by the virtual head with responsibility for that child and the Principal /Leadership of **Iceni academy (Secondary).**

Iceni academy (Secondary) remains responsible for the safeguarding of that child and works with the new setting to ensure that safeguarding is effective.

This will include **Iceni academy (Secondary)**'s DSL/DDSL contacting the DSL/DDSL at the new setting to share relevant details about vulnerable children pertaining to what makes them vulnerable and what is in place to support that child. Access must be given to Child Protection Plans, Child in Need Plans, ECHPs, or for looked after children their personal education plan and any other formal, relevant information. The name and contact details of the social worker must be provided for every vulnerable child and the name and contact details of the virtual head responsible for any looked after child.

The DSL/DDSL contact details in the new setting should be inserted into section 1 of this addendum for easy reference.

11. Concerns about an adult

Where staff are concerned about an adult working with children in the academy, they should continue to refer their concern to the Principal. Concerns about the Principal should be directed to the Executive Principal/Regional Education Director. If any of these people are unavailable due to the Covid-19 context then colleagues must refer the matter to Sarah Bloomer, Director of Safeguarding. The matter will then follow usual safeguarding procedures. All contacts for the people in this process are detailed in section 1 of this addendum.

If colleagues are unsatisfied with the response from the person that they referred the concern to, they have a duty to report the concern directly to the Local Authority Designated Office (LADO) that can be contacted at: LADO@norfolk.gov.uk

LADO Service
Children's Services
1 Norwich Business Park
Whiting Road
Norwich
NR4 6DJ

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.

12. Safeguarding Training

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. However, where the training does lapse, the DSL must notify Sarah Bloomer, Director of Safeguarding as soon as possible.

All existing staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The Designated Safeguarding Lead will communicate with staff about any new local arrangements and ensure that they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter the academy, they will continue to be provided with a safeguarding induction including signing to say that they have read and understood the relevant documents.

We will ensure that all staff are aware of any new local arrangements especially if these are being reviewed/changed as a result of more children returning so that they always know what to do if they are worried about a child.

The existing workforce may move between educational settings on a temporary basis in response to COVID-19. Where **Iceni academy (Secondary).**receive staff from another setting (outside of ATT), we will judge, on a case-by-case basis, the level of safeguarding induction required. The minimum will include health and safety related to the setting, contacts for the DSL/DDSL and leadership team and how to make a referral.

Relevant information will be provided to that staff member about any vulnerable children that they will be in contact with and the support strategies for them.

For movement within the trust, we will seek assurance that the member of staff has received appropriate safeguarding training and undergone appropriate safer recruitment checks by checking their photo identification from their academy. If there is any doubt or concern, we will call the relevant academy or failing that regional HR.

Where there is movement external to the Trust, the academy will seek assurances about training and safer recruitment checks from the relevant educational setting in advance of the staff member's arrival wherever possible, though in extreme cases this may need to be conducted on the day.

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements including section 1 of this addendum.

13. 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, we will continue to follow the relevant safer recruitment processes, including, as appropriate, relevant sections in part 3 of 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. Regional HR will support and advise **Iceni academy (Secondary)** on how to keep records of where non-face to face checks have taken place so that they can be followed up when the Covid-19 context is no longer relevant.

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.

Whilst acknowledging the challenge of the current environment, 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, **Iceni academy (Secondary)** will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

14. Online safety

Where children continue to attend the academy, we will continue to provide a safe environment, including the online environment. This includes the use of online filtering and monitoring systems.

Where pupils are using devices in school, appropriate supervision will be in place and staff and pupils should continue to follow the e-safety policy.

Signposts to age appropriate practical support include:

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

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

15. Interacting with pupils online that are not present in the academy

It is important that all staff who interact with children, including online, continue to look out for signs that the child may be at risk of harm or experiencing harm. Any such concerns should be dealt with as per the child protection policy (see section 9) 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 or in line with new guidance issued in the Covid-19 context. If staff are unsure, they should seek clarification with the academy leadership before making or responding to any contact from a child.

We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

When we are in contact with parents and carers, communications will additionally be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will asked to access and be clear who from the academy their child is going to be interacting with online.

All colleagues that interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns will be dealt with as per the safeguarding and child protection policy and where appropriate referrals will continue to be made to children's social care and as required the police.

16. Supporting Pupils who are not attending the academy in the Covid-19 context

We are committed to ensuring the safety and wellbeing of all our students.

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 the academy, the DSL will ensure that a robust communication plan is in place for that child or young person.

Details of the communication level for all children identified as vulnerable will be maintained on a spreadsheet provided by ATT and held in a secure system under 'safe and well'. See sections 2-6 for more information.

Communications will be logged in CPOMS under the code 'COVID-19' to detail when communication took place, with whom and any outcomes of the conversation.

Where communication yields a safeguarding concern, an incident will be logged onto CPOMS or a safeguarding referral form completed and handed to the DSL to ensure that appropriate action is taken (see section 9 for more information).

This plan must be reviewed weekly to consider any new information relevant to the level of communication or where concerns arise, the DSL will consider further referrals as appropriate.

In addition, we will share safeguarding messages on our website and social media pages when appropriate.

17. Peer on Peer Abuse

Where we receive a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy and Anti-Bullying Policy.

We will listen carefully and never dismiss disclosures of bullying or abuse. We will work with the pupil(s) involved, discuss concerns with their family and any multi-agency partner required to ensure the safety and security of our pupils.

The context within which referrals and disclosure of peer on peer abuse or bullying may come to us is different enough for us to acknowledge that our usual procedures (based upon face to face interaction) may not be possible, however we will always ensure that the following procedures take place:

- Statements will be sought from both the alleged victim and the alleged perpetrator and the academy will do everything possible within the new context to establish the most truthful version of events.
- Unless there is a very strong reason not to engage parents, they will be contacted and the situation explained.
- Support will be offered to both the alleged victim and the alleged perpetrator and consequences will be considered where appropriate in line with our behaviour policy.
- Where appropriate we will seek to support the pupils in understanding each other's point of view and offer additional sessions (face to face or remotely as required) to help them to overcome their situation.
- The process and outcomes will be recorded on CPOMs and appropriate timely referrals made as the need arises during the process. The process will be overseen by the DSL, though other colleagues will likely support the process.
- The incident will not be closed until both pupils agree that they are happy with the outcome. Until then, the academy will continue to address the pupils concerns as far as possible and work towards a resolution to address their concerns. The academy will agree with the pupils how often they feel able to review the situation but no longer than monthly.
- Where all those involved with an incident agree that the issues have been resolved; the case will remain open for at least a further six weeks to allow staff to seek pupil voice after a reasonable time has passed to ensure that the issues have not resurfaced or to seek to offer support if they have.
- Concerns, disclosures, referrals and actions will be recorded on CPOMS and appropriate further referrals made if necessary. Student voice will be record when the incidents are followed up after the initial support and interventions have been implemented in line with the above procedure.

18. Mental Health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Colleagues are made aware of this when considering the setting and expectations of pupils' work where they are at home. We will follow the DfE's guidance on providing education remotely.

The DfE's guidance on mental health and behaviour in schools sets out how mental health issues can bring about changes in a young person's behaviour or emotional state which can be displayed in a range of different ways, and that can be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. The guidance sets out how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an

indication of an underlying problem.

Support for pupils and students in the current circumstances can include existing provision in the academy (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services. You can read the guidance on mental health and behaviour in schools here. We will refer to the guidance to help us identify pupils who might benefit from additional support and to put this in place.

For wider information about mental health related to the Covid-19 context please try here:
https://www.gov.uk/government/publications/covid-19-guidance-for-the-public-on-mental-health-and-wellbeing/guidance-for-the-public-on-the-mental-health-and-wellbeing-aspects-of-coronavirus-covid-19

https://www.mentallyhealthyschools.org.uk/media/1960/coronavirus-mental-health-and-wellbeing-resources.pdf?utm_source=newsletter&utm_medium=email&utm_campaign=coronavirus&utm_content=toolkit