The Kite Academy Trust
Flying high together
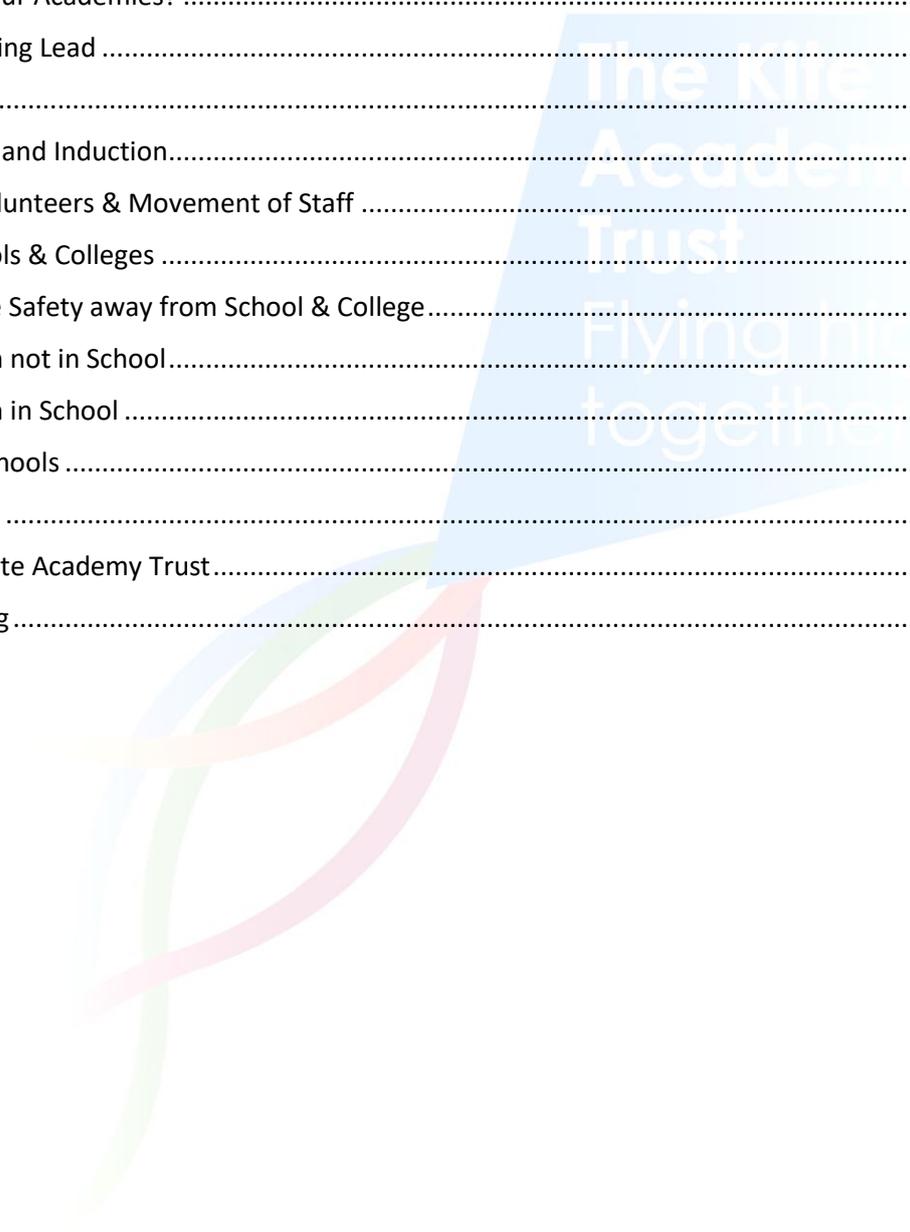
KITE ACADEMY TRUST
COVID-19 ACADEMY CLOSURE ARRANGEMENTS FOR SAFEGUARDING & CHILD

Annex 1

5th January 2021

Contents

1 Context

From Tuesday 5th January 2021 parents were asked to keep their children at home, wherever possible. Schools and all childcare providers were asked to remain partially open to provide care for a limited number of children - children who are vulnerable (including those with an EHCP), and children whose parents' work is critical to the COVID-19 response and EU transition response and whose children cannot be safely cared for at home.

As far as is reasonably possible, the academy will take a whole institution approach to safeguarding. This will allow us to satisfy ourselves that any new policies and processes in response to COVID-19 are not weakening our approach to safeguarding or undermining their child protection policy.

As we physically open our academies to a smaller group of children and establish remote learning for all other children, it is important to remember key safeguarding principles remain the same:

- 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

Individual academies will publish details of their safeguarding arrangements and key contacts.

2 Vulnerable Children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care plans (EHCPs). A full list is available on the DfE website - https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision

Those who have a social worker include children who have a Child Protection Plan, a Child in Need Plan and those who are currently or previously 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.

Eligibility for free school meals (FSM) in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Designated Safeguarding Lead (and deputies) 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 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 for Looked-After and previously Looked-After children. Each academy will identify a lead person for this.

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 and/or there is a formal agreement with their social worker. 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 academy will explore the reasons for this directly with the parent. The DSL will record the outcome of this conversation as part of their ongoing risk assessment. We as a school will ensure that all professionals involved with these vulnerable children, (e.g. social workers, SEND case workers, Early Help worker etc) are fully informed around the current attendance of the child(attending school or

not) and if not attending school the arrangements that we have put in place around safeguarding this child.

Where parents are concerned about the risk of the child contracting COVID19, the academy or the Social Worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England. The Kite IWO will provide further support where necessary.

The academy will encourage our vulnerable children and young people to attend school, including remotely if needed.

In addition to this, the DSL (or DDSL) will consider the challenges as a result of COVID-19 in a child protection context and this is reflected in the child protection policy as appropriate.

3 Attendance Monitoring

Schools and colleges should take their attendance register and also complete the daily online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending.

Parents and carers will not be penalised if their child does not attend educational provision.

Children who are not expected to be in school and are accessing remote learning should be recorded as 'code X'. Children for whom on-site provision is being provided should be recorded in line with normal school attendance requirements. Vulnerable children that are expected to be attending school but do not should be recorded as 'code C' (unless due to illness etc).

Shielding advice is currently in place, therefore, children who are deemed clinically extremely vulnerable should not attend.

We know that some families need more support than others and that attending education settings is an important protective factor for children receiving support. We also know that some families may over estimate their ability to cope in these extraordinary times.

All professionals need to be mindful that there will be some examples where the current Covid-19 pandemic could be used by families as a reason to avoid contact from professionals when the family may not be symptomatic and to prevent identification of safeguarding issues.

To ensure that appropriate action is taken to keep children safe and protected we will notify social workers the non-attendance of vulnerable children that are expected to attend an education setting - Education settings must act by notifying the local authority on the first day of non-attendance (maintain further contact as agreed), when a vulnerable child, that is expected to attend an education setting is absent.

We must continue to take action as soon as we are aware of non-attendance (of those both expected on site or accessing remote learning) using first day calling and other internal tracking and follow up procedures. Education settings must continue to inform relevant agencies (including Social Work Teams) and professionals of any concerns that require a response.

We will continue to complete the relevant Surrey and Hampshire weekly attendance returns for vulnerable children with a Social Worker (and those with EHCPs for Surrey).

Where any professional continues to have concerns about the safety of a child they should email a Children's Services Request for Support Form to cspa@surreycc.gov.uk or contact the C-SPA on 0300 470 9100.

4 How will this look in Our Academies?

To support the above, the 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.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the academy will notify their social worker/relevant partner agencies (such as Surrey's vulnerable learners team).

Vulnerable children are required to attend school every day including Looked After Children, Children subject to a Child Protection Plan and Children subject to a Child In Need Plan, unless you have formally agreed with their social worker that they are safe to stay at home. This should be recorded by DSL on their risk assessment.

Surrey's guidelines are available here: Safeguarding Education partnership guidance to track, identify and action the non-attendance of vulnerable children expected to attend an education setting

5   Designated Safeguarding Lead

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

A member of the DSL team will always be available during school hours. 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. It is important that staff and volunteers have access to a trained DSL (or deputy) and know on any given day who that person is and how to speak to them.

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.

Responsibility might include updating and managing access to our 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 school.

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

Holidays: It is important that all academy staff and external providers for wrap around car and/or over any holiday period have access to a trained DSL (or deputy). DSLs will insure contact details of DSLs (and any duty rota for their cover) is shared with the external provider. The duty DSL may, in turn, need to contact the DSL of the school the child usually attends. Staff on site will be made aware of the duty DSL each day through the centrally located on DPS duty rota.

It is the responsibility of the DSL to ensure that staff in school - or holiday club providers - are aware of vulnerabilities of any of the pupils attending and specifically within the group of children they are teaching.

6   Reporting a Concern

Where staff have a concern about a child, they should continue to follow the process outlined in the academy Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely. This may be a concern about a child attending their academy setting or one access remote learning at home.

Holiday club staff should report concerns without delay to the duty DSL, ensuring that details are reported carefully for the DSL to record on CPOMS or liaise with the child's own academy DSL for reporting and to respond as appropriate.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead via the dsl@ email address and the Head Teacher. This will ensure that the concern is received.

All staff are reminded of the need to report any concern immediately and without delay, including new concerns where children are returning.

Where staff are concerned about an adult working with children in the academy, they should report the concern directly to the Head Teacher. If there is a requirement to make a notification to the Head Teacher whilst away from the academy, this should be done verbally and followed up with an email to the Head Teacher.

Concerns around the Head Teacher should be directed to the Chair of Governors.

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

Once an allegation has been received by the Headteacher or Chair of Governors they will contact the LADO on 0300123 1650 option 3 LADO Email: LADO@surreycc.gov.uk immediately and before taking any action or investigation. Following consultation and advise from the LADO inform the parents of the allegation unless there is a good reason not to. In liaison the LADO, the school will determine how to proceed and if necessary, the LADO will refer the matter to Children's Social Care and/or the police. If the matter is investigated internally, the LADO will advise the school to seek guidance from local authority colleagues in following procedures set out in part 4 of 'Keeping Children Safe in Education' (2019) and the SSCP procedures.

7 Safeguarding Training and Induction

DSL training will continue to be virtual and there is some further training available through Surrey Children's Services Academy (https://scsa.melearning.university/user/login#) and Flick. DSLs (and deputies) should continue to do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups. DSLs must also continue to provide regular safeguarding updates for all staff, including awareness of any new local arrangements, especially if these are being reviewed/changed as a result of more children returning, so they know what to do if they are worried about a child.

All existing academy staff have had safeguarding training and have read Part 1 of Keeping Children Safe in Education (2020). 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 at the 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 (outside of The Kite Academy Trust), we will consider 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 Kite Academy Trust, academies should seek assurance from the Trust's HR Manager that the member of staff has received appropriate safeguarding training.

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. This may include giving the member of staff appropriate access to CPOMs for the setting they are in.

8 Safer Recruitment/Volunteers & 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 academy 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 (2020) (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.

At present, we do not have any volunteers in our academies. However, if the academy does need to utilise volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE 2020. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

The 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 2020.

The academy will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE 2020 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 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, the academy will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE 2020.

9 Online Safety in Schools & Colleges

The academy will continue to provide a safe environment, including online. This includes the use of appropriate filters and online monitoring systems.

Where students are using computers in school, appropriate supervision will be in place.

10 Children and Online Safety away from School & 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. Any such concerns should be dealt with as per the Safeguarding Policy and where appropriate referrals should still be made to the DSL, children's social care (via C-SPA) and as required, the police.

Online teaching should follow the same principles as set out in The Kite Academy Trust's Online Safety Policy for staff and the Acceptable Use Policies at all times and have regard for the academy's Online Safety Policy for pupils.

The exceptional circumstances of the Covid-19 Crisis mean that elements of Section 13 (paragraph 4) of the Code of Conduct are changed as follows:

> Staff must not make contact with pupils, must not accept or initiate friend requests nor follow pupils/students accounts on any social media platform. Staff must not communicate 1:1 with pupils/students via social media, websites, instant messenger accounts or text message. Acceptable methods are via the use of the parents' email accounts or telephone and with the parent present. Whole class/group communication may also take place via postings on the academy's website or using recognised home:school messaging systems such as SeeSaw, Tapestry, Class Dojos or Marvellous Me as facilitated by the Kite Academy Trust's IT Manager (Tammy Buchanan).

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

Below are some things to consider if delivering virtual lessons, especially where webcams are involved. These form part of the Trust's code of conduct on online teaching and be shared with staff and families prior to any remote online learning.

- No 1:1 lessons, groups only

- Staff and children must wear suitable clothing, as should anyone else in the household

- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred

- The live lesson should be recorded so that if any issues were to arise, the video can be reviewed

- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day

- Language must be professional and appropriate, including any family members in the background

- Staff must only use platforms agreed by The Kite Academy Trust to communicate with pupils

- Staff should record, the length, time, date and attendance of any sessions held

The academy's home learning curriculum will incorporate online safety learning for children.

All staff at the academy will be reminded of the following policies:

- Code of Conduct for Governors & Staff
- ICT & Acceptable Use Policy

11   Supporting Children not in School

The 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 the academies COVID-19 Closure Contact Plan. This can be shared on CPOMS. All contact made should also be recorded on CPOMS (unless it has been agreed the member of staff will use a Running Record and share this with a DSL electronically who will upload this to CPOMS). FSW will use Running Records and DSLs can take details directly from here to CPOMS.

The communication can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded. No home visits should be made without approval of the Executive Team and without FSW support (supported by a risk assessment).

The 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. DSL supervision should continue to take place remotely.

The academy will share safeguarding messages on its website and social media pages and via home: school mailings.

The academy recognises 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. Teachers at the academy need to be aware of this in setting expectations of pupils' work where they are at home.

12   Supporting Children in School

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

The academy will continue to be a safe space for all children to attend and flourish. The Head Teacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

The academy will refer to and keep up-to date with 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 COVID-19.

The 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 academy has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the Trust's Executive Team.

DSLs will do all they reasonably can to ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of before a child returns to school.

13   Children Moving Schools

If a child is attending another setting we will continue to do whatever we reasonably can to provide the receiving institution with any relevant welfare and child protection information. This will be especially important where children are vulnerable. For looked-after children, any change in school should be led and managed by the virtual school head 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 virtual school head 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 Inclusion Leaders/SENCOs for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders should take responsibility.

14   Peer on Peer Abuse

The 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 as set out in Part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The academy will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

15   Support from the Kite Academy Trust

The Kite Academy Trust's Executive Team, Lead Inclusion Advisor and Family Support Workers will continue to provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

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

The Kite Academy Trust can also provide regular group and individual supervision sessions. This may take the form of an online meeting.

16   Online Conferencing

See 'Remote working for Inclusion Leaders-Guidelines regarding SEND review meetings':

Remote Working for Inclusion Leaders- Guidelines for SEND review meetings

All staff will be sent this additional policy to read and to will sign/email to confirm they have read and understood the content.