



# Khalsa Secondary Academy

**Child protection and safeguarding: COVID-19 Addendum**

**V1.6**

Khalsa Secondary Academy

<b>Approved by:</b> <b>Trust: Nick Kandola</b> <b>Headteacher: Chris Drew</b> <b>DSL: Tabitha Rowe</b> <b>Trustee: Susan Jackson</b>	<b>Date of Policy:</b> 01.04.2020
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## Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Tabitha Rowe	<a href="mailto:t.rowe@khalsasecondaryacademy.com">t.rowe@khalsasecondaryacademy.com</a>
Deputy DSL	Mr A Betts Miss E Day Miss S Hodge Mr A Kilbane Miss N Timotheou	<a href="mailto:a.betts@khalsasecondaryacademy.com">a.betts@khalsasecondaryacademy.com</a> <a href="mailto:e.day@khalsasecondaryacademy.com">e.day@khalsasecondaryacademy.com</a> <a href="mailto:s.hodge@khalsasecondaryacademy.com">s.hodge@khalsasecondaryacademy.com</a> <a href="mailto:a.kilbane@khalsasecondaryacademy.com">a.kilbane@khalsasecondaryacademy.com</a> <a href="mailto:n.timotheou@khalsasecondaryacademy.com">n.timotheou@khalsasecondaryacademy.com</a>
Designated member of senior leadership team if DSL (and deputy) can't be on site	Chris Drew Headteacher Julian Williams Shilain Keshani Jagroop Roopra Maninderjit Neta Ray Hague Ian Beeston	<a href="mailto:c.drew@khalsasecondaryacademy.com">c.drew@khalsasecondaryacademy.com</a> <a href="mailto:j.williams@khalsasecondaryacademy.com">j.williams@khalsasecondaryacademy.com</a> <a href="mailto:s.keshani@khalsasecondaryacademy.com">s.keshani@khalsasecondaryacademy.com</a> <a href="mailto:j.roopra@khalsasecondaryacademy.com">j.roopra@khalsasecondaryacademy.com</a> <a href="mailto:m.neta@khalsasecondaryacademy.com">m.neta@khalsasecondaryacademy.com</a> <a href="mailto:t.rowe@khalsasecondaryacademy.com">t.rowe@khalsasecondaryacademy.com</a> <a href="mailto:r.hague@khalsasecondaryacademy.com">r.hague@khalsasecondaryacademy.com</a> <a href="mailto:i.beeston@khalsasecondaryacademy.com">i.beeston@khalsasecondaryacademy.com</a>
Headteacher	Chris Drew	<a href="mailto:c.drew@khalsasecondaryacademy.com">c.drew@khalsasecondaryacademy.com</a>
Designated Trustee for Safeguarding & Child Protection	Susan Jackson	<a href="mailto:s.jackson@khalsaacademiestrust.com">s.jackson@khalsaacademiestrust.com</a>
CEO	Nick Kandola	<a href="mailto:n.kandola@khalsaacademiestrust.com">n.kandola@khalsaacademiestrust.com</a>
Local authority designated officer (LADO)	Johnathan Kempster	<a href="mailto:secure-LADO@buckscc.gov.uk">secure-LADO@buckscc.gov.uk</a> 01296 382070

## Context

From 5<sup>th</sup> January 2021 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response who absolutely need to attend, and children who are vulnerable and cannot be safely cared for at home.

It is the responsibility of the host school for safeguarding and child protection for all pupils who are attending regardless of whether they are on roll at that school.

All staff working in schools should understand their specific roles in the safeguarding of children.

This Addendum of the Khalsa Secondary Academy Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

## **1. Scope and definitions**

This Addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our local safeguarding partners Slough Children's Services and local authority (LA) Buckinghamshire.

It sets out changes to our standard 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
- With 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 \(Sep 2020\)](#).

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 is essential that unsuitable people do not enter the school workforce or gain access to children
- Children should continue to be protected when they are online

### **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.**

All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded through the "Safeguard My School" school system. You must record information regarding the concerns immediately and according to the school's agreed processes. The record must be a clear, precise, factual account of the observations. If in doubt about recording requirements, staff should discuss these with the Designated Safeguarding Lead or a deputy

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 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.

There will at all times be one member of the Senior Leadership Team on site who is also Level 3 Safeguarding trained. All staff and students on site are to follow usual safeguarding procedures and protocols through "Safeguard My School" and when speaking to the Designated Safeguarding Lead or Deputy immediately after a safeguarding concern has been viewed or logged.

If our DSL (or deputy) cannot be in school, they can be contacted remotely through "Safeguard My School", by email; [t.rowe@khalsasecondaryacademy.com](mailto:t.rowe@khalsasecondaryacademy.com) or by calling the DSL or a Deputy DSL directly. This information has been shared and can also be found in the main office.

All school staff and volunteers are to be informed as to who will be the DSL (or deputy) on any given day in the event that the appointed DSL, Tabitha Rowe, is unwell.

The DSL or a Deputy will always be available (during school hours), for staff to discuss any safeguarding concerns. Outside the school day there will be availability by phone or Google Meet video conferencing, for staff to discuss any safeguarding concerns, will be acceptable.

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

### ***Safeguarding team meeting***

- Safeguarding team meetings will occur remotely through Google Meets. The meeting will take place every Wednesday at 2:30pm.
- The structure/agenda of the meeting will always begin with an update on our CP, CIN and vulnerable students, followed by the DSL medium term agenda.

In the unlikely event of the DSL or deputy DSL not being available on site, a senior leader will take responsibility for co-ordinating safeguarding. All concerns will immediately be raised to the DSL or Deputies at the earliest opportunity.

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
- Record what time the students entered the site for AM registration and what time they exit the school site at the end of the school day

### **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 local safeguarding partners
- The local authority about children with Education, Health and Care (EHC) plans, the local authority designated officer (LADO), Children's Social Care, reporting mechanisms, referral thresholds and Children in Need

### ***CP, CIN & vulnerable students (PP, LAC, EHCP)***

- Vulnerable students will be contacted at a minimum of once a week by the assigned member of the safeguarding team.
- All contact and communication is to be updated immediately onto the student's "Safeguard My School" profile.

When calling students, the below guidance will be used;

- Call to be made through parents' phones and in all cases make sure parents are aware and agree
- Do it in school hours as much as possible
- Make sure someone else at school is aware and they keep a record of the date and time
- Have a parent there at the child's end, and have the phone on speaker phone

The following guidance is currently in place:

- All planned meetings are still to take place where possible.
- This will be prearranged and agreed prior to the scheduled meeting/conference.
- The DSL is to take a proactive approach by contacting the lead social worker attached to the case.
- All communication is to be logged onto the students "Safeguard My School" profile.

## 6. Monitoring attendance

### Attendance During National Lockdown

- The attendance team are to run daily reports to analyse student attendance to live lessons. Subsequently, calls will be made to parents to make them aware of truancy to live lesson and appropriate intervention/next steps are to be agreed to promote future attendance.
- Schools, alternative provisions, special schools, colleges and wraparound childcare and other out of school activities should **allow only vulnerable children and young people and the children of critical workers to attend.**
- All other pupils and students should not attend and learn remotely.
- Pupils who are self-isolating should not attend school
- Clinically extremely vulnerable pupils are advised not to attend school
- Schools should continue to record attendance in the register
- Schools should follow up on absences of the pupils expected to be in school but where a parent wishes for their child to be absent it is expected that schools will authorise the absences during this national lockdown period.
- Absence will not be penalized

### Vulnerable children

- Includes children who have a social worker, an EHCP plan or who may be vulnerable for another reason at local discretion (otherwise vulnerable). See attached link. <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision>
- If vulnerable children and young people do not attend, schools should work together with the Local Authority and Social worker (where applicable) to ascertain reasons. Schools should work with LA and Social worker to encourage the child or young person to attend their education provision particularly where the social worker agrees that the child or young person's attendance would be appropriate.
- Where vulnerable individuals are self-isolating it is important that schools put systems in place to keep in contact with them
- When a vulnerable child is asked to self-isolate schools should notify social worker if they have one. They should then agree the best way to maintain contact and offer support to the individual

- Schools should also have in place procedures to check if a vulnerable child is able to access remote education, to support them to access it (as far as possible) and to regularly check if they are doing so
- Schools should use their pre-Covid procedures to attempt to contact pupils who are either not engaging with remote learning or not attending provision where onsite offer has been accepted.

### **Recording attendance**

- Pupils not eligible to be in school should be marked as code X. They are not attending because they are following public health advice.
- Vulnerable children are still expected to attend school full time therefore they should **not** be marked X if they are not in school. The usual attendance codes should be used i.e. present, medical etc. Exceptions are if they are shielding, self-isolating or quarantining when code X will apply.
- If the parent of a vulnerable child wishes their child to be absent the parent should let the school know.
- Schools are expected to grant applications for leave of absence given the circumstances. This should be recorded as code C (leave of absence authorised by the school) unless other authorised code is more applicable

### **Alternative Provision Schools**

- Should remain open to vulnerable children and young people and children of critical workers
- AP schools to actively encourage those they consider vulnerable to attend provision. Robust remote learning to be provided for those not attending
- Hospital schools to continue to provide full time education when safe and feasible to do so

### **Critical Workers**

- Children with at least one parent or carer who is a critical worker can go to school if required. This includes parents who may be working from home

Education Welfare Service Approach to following up school attendance of vulnerable pupils during Covid-19

- Regular liaison with schools about their vulnerable cohort with offers of onsite provision
- Providing schools with updates relating to social care activities/interventions
- Assisting colleagues in other service areas within Education and Inclusion by providing information held on both our system and social care system.

- Liaising with housing and benefits where necessary to obtain information relating to family's whereabouts and/or contact details where necessary.
- EWO's undertaking welfare calls to check on wellbeing, identify any problems and remind families that their children have an offer of a school place.
- Feedback provided to schools following the welfare calls.
- Following up with colleagues where problems have been identified during telephone calls.
- Continuing our multi agency working by attending CIN meetings, core groups and child protection conferences.
- Continuing to attend multi agency panels (for those that are still being held) to make sure that we exchange information about vulnerable families.
- Telephone support network available to schools to discuss vulnerable pupils and decide on next steps.
- Using video calling to families.
- Home visits.

As at 07.01.2021 the DfE has disapplied our powers to issue penalty notices and initiate prosecutions under Section 444 of the Education Act 1996 until the end of day on 6<sup>th</sup> February 2021

## **7. Peer-on-peer abuse**

The school recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims. We are aware that during school closure the risk of further peer on peer abuse is higher.

Staff will continue to follow the principles set out in part 5 of Keeping Children Safe in Education (Sep 2020) and of those outlined within of the Child Protection Policy, when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately.

### ***Safeguarding students during the school closure***

- Details and email address of the DSL have been shared with all students of Khalsa Secondary Academy through; social media, school website, Google classroom and Parent Mail. This will ensure that students are aware that they can still raise safeguarding concerns to the DSL or safeguarding team when the school is closed. (See email text below)
- Safeguarding procedures following any referral remain the same with the Designated Safeguarding Lead responsible for initial assignment of the referral if and where appropriate.

Dear Students

The safeguarding team will still be available if you have any concerns that you want to raise to us during your time away from school. Please contact me on [j.roopra@khalassecondaryacademy.com](mailto:j.roopra@khalassecondaryacademy.com). I am also reminding you of some phone numbers for you to remember in case you need more support.

Best wishes, Mr J Roopra.

NSPCC 0808 800 5000  
CHILDLINE 0800 11 11  
SIKH HELPLINE 08456 440 704 / 07990 00 4363  
KIDSCAPE BULLYING HELPLINE 0845 1205 204  
SAMARITANS 0845 790 9090

**Other useful links are:**

UK Safer Internet Centre: <https://reportharmfulcontent.com/report/>

[www.thesafeguardingalliance.org.uk](http://www.thesafeguardingalliance.org.uk)

CEOP: <https://www.ceop.police.uk/ceop-reporting/>

**Young Minds Crisis Messenger:** 85258 – free text service for 24/7 support

**Domestic abuse help:**

<https://www.refuge.org.uk>

***Pastoral support***

- Tutors will offer an allocated 2 hour window in which they will offer pastoral support and guidance via Google classroom streams. This will enable the form tutor and tutees to speak to each other about their wellbeing and recent activities, and to remain engaged with each other. This will be monitored by the Pastoral team and SLT.
- Each head of learning will offer a virtual drop in session that the students from their year group can attend. The focus of this drop in session is wellbeing and social interaction/cohesion.
- The Heads of Learning for each key phase will also be conducting pastoral phone calls to our most vulnerable students in regards to academic and pastoral needs.
- All communication will be logged via a google document created by the DSL which states; the date of contact, staff member leading, communication log and if there were any safeguarding concerns.
- If there are any safeguarding concerns following these pastoral calls, the HOL is to log this through the normal safeguarding referral procedures in "Safeguard My School" and make the DSL aware.
- The Safeguarding and Pastoral Team are to ensure that the student's pastoral needs are still met by posting regular updates through the whole school google classroom stream. The team are to work together to post on the subjects below each week during school closures (Term time)

Monday	Assembly – Weekly Theme linked to Khalsa Values
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Tuesday	Healthy eating & Physical health/wellbeing
Wednesday	Mental Health Awareness/tips
Thursday	Safeguarding post linked to mental health or specific needs relating to national/local setting.

## 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 (Sep 2020).

Staff should continue to act on any concerns they have immediately.

It is the duty of the Board of Trustees to ensure that there are procedures in place to handle allegations against teachers, the Headteacher, other staff and volunteers. Our procedures are based upon the guidance in Part four of KCSIE (Sep 2020).

If staff have safeguarding concerns, or an allegation is made about a member of staff (including themselves and volunteers) having behaved in a way that has harmed a child or may harm a child, possibly having committed a criminal offence against or relating to a child, or behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, then:

- this should be referred immediately to the Headteacher, Chris Drew, [c.drew@khalsasecondaryacademy.com](mailto:c.drew@khalsasecondaryacademy.com)
- where there are concerns / allegations about the Headteacher, this should be referred immediately to the CEO or Chair of the Trust as detailed in the Trust Whistleblowing policy. To Nick Singh Kandola, [n.kandola@khalsaacademiestrust.com](mailto:n.kandola@khalsaacademiestrust.com) or the Chair Shaminder Rayatt at [s.rayatt@khalsaacademiestrust.com](mailto:s.rayatt@khalsaacademiestrust.com).

The Headteacher or (where the Headteacher is the subject of an allegation) the Chair of the Board of Trustees, should discuss the allegation immediately with the LADO. The purpose of an initial discussion is for the designated officer(s) and the case manager to consider the nature, content and context of the allegation and agree a course of action. The designated officer may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and about the individual's current contact with children. There may be situations when the case manager will want to involve the police immediately, for example if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. Where there is no such evidence, the case manager should discuss the allegations with the designated officer in order to help determine whether police involvement is necessary.

Local Authority Designated Officer 01296 382070 [secure-LADO@buckscc.gov.uk](mailto:secure-LADO@buckscc.gov.uk)

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.

## **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. This includes students that have previously been CP, CIN or been allocated a social worker.

If these children do not attend the 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 children with a social worker and children 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
- Instructions of where and how to log this communication

Contact plan as of 05.01.2021

- Vulnerable students will be contacted a minimum of once a week by the assigned member of the safeguarding team.
- All contact and communication is to be updated immediately onto the students "Safeguard My School" profile.

We have agreed these plans with children's social care where relevant, and will review them every 3-4 weeks when this Addendum is reviewed or, when informed to do so by the local safeguarding partners and the local authority.

If we can't make contact, we will escalate our concerns, for example contacting Children's Social Care or the police where and if appropriate].

### **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.

IT staff will be working on a split rota to minimise the chance of both being off ill at the same time. They are also able to work remotely to support staff and students' needs.

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

### **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 are to assign classwork through google classroom and only communicate about work through this platform, or through classroom emails and google streams. It is the Trust policy that no live video lessons are to be held at this moment in time. Google meet will be the platform used for all staff training and meetings during school closures. Staff code of conduct remains the same in regards to expectations and professionalism.

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.

If in doubt, any such concerns should be dealt with as per the Child Protection Policy 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 KAT code of conduct.

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

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 Virtual lessons**

In the event that the Trust agrees that the school needs to deliver virtual lessons, especially where webcams are involved, the following procedure must be followed:

- No 1:1 lessons or sessions will be given – groups/classes 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.

- Staff need to be mindful that backgrounds do not compromise personal confidentiality or breach the guiding principles of safer working practice guidance for staff working in educational settings.
- Any live class **must** be recorded by the staff member so that if any issues were to arise, the video can be reviewed. The recorded lessons will be saved in a secure location.
- Live classes should be kept to a reasonable length of time of no more than an hour and at an appropriate time of the 'school' day between 8:30-3pm (or the streaming may prevent the family 'getting on' with their day)
- Where possible a second staff member should be present to act as a 'chaperone'
- Language must be professional and appropriate, including any family members in the background.
- Staff must consult with the Designated Safeguarding Lead and /or Principal in advance of any live classes.

#### **11.4 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

The Safeguarding team will post a weekly update on mental health, physical activity, healthy eating and safeguarding. This will be posted through social media google classroom.

#### **12. Mental health**

Where possible, we will continue to offer our current support for pupil mental health for all pupils.

- Counselling sessions will continue as planned by Helen Barlow however they will now be remotely done via telephone communication.
- The DSL is to organise the student counselling timetable with Helen Barlow.
- Helen Barlow to contact the allocated parent for the first meeting to gain direct consent to be able to call the student directly for their counselling session.
- This will only be done if consent is given by the parent to the DSL arranging the counselling.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

[www.kooth.com](http://www.kooth.com)

<https://www.kooth.com/urgent-support>

<https://www.kooth.com/signup>

Kooth is a web based confidential support service available to young people. Kooth provides a safe and secure means of accessing mental health and wellbeing support designed specifically for young people at this difficult time, in the privacy of their own homes.

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.

### **Mental health and wellbeing of staff**

Debbie Atkins (Psychotherapist and Emotional Health and Wellbeing Advisor) will continue to offer KSA staff support sessions through a series of Emotional Health and Wellbeing workshop. This is being coordinated by Natalie Tim our Mental Health Lead.

## **13. Staff recruitment, training and induction**

### **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 (Sep 2020).

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 are not in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education (2020).

### **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. Risk assessments for these staff will be conducted by Amrita Kaur who also controls the Single Central Record (SCR)

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

### **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 Safeguarding & Child Protection policy (and this Addendum)
- Keeping Children Safe in Education (Sep 2020) 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 Safeguarding & Child Protection policy and this Addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

### **13.4 Keeping records of who is 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.

Staff will continue to sign in using 'EntrySign' when on site. This will keep a log of all staff entering and exiting the school site during COVID 19 School closures.

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

### **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) and/or special educational needs co-ordinator (SENCO) 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

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.

### **15. Monitoring Learning**

The Trust dashboard for monitoring learning on Google Classrooms should be used by the school SLT to track student engagement and ensure that those students who are partially or fully disengaged are monitored. The

### LACK OF ENGAGEMENT REVISED PROTOCOL

Engagement item	Revised Protocol effective from 1st May
If a student fails to submit 1 piece of work	Log this as a <b>first</b> instance of missing work on Classcharts
If a student fails to submit 2 pieces of work	Log this as a <b>second</b> instance of missing work on Classcharts (see attached guidance). <i>Classcharts will automatically contact home after your log so you do not need to do this</i>
If a student fails to submit 3 pieces of work	Log this as a <b>third</b> instance of missing work on Classcharts. <i>Classcharts will automatically contact home after your log so you do not need to do this</i>
On the fourth occasion of non-submission	Refer the student's name to the Head of Learning and your DSL who will contact the parents and or student to assess the situation
<b>Any positive engagement</b>	<b>Add positive comments on Classcharts as normal</b>

### Managing behaviour

Inappropriate behaviour	Action
<b>1st instance</b>	<b>formal verbal warning</b>
<b>2<sup>nd</sup> instance</b>	<b>second formal verbal warning</b>
<b>3<sup>rd</sup> instance</b>	<b>mute the student for the duration of the lesson</b>

<b>4<sup>th</sup> instance</b>	<ol style="list-style-type: none"> <li><b>1. Remove the student</b></li> <li><b>2. Log OnCall</b></li> <li><b>3. Contact home (phone or email)</b></li> <li><b>4. Inform HOD and HOL</b></li> </ol>
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## **16. 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 (EHC) plans, and children and families with early help plans.

Those who have a social worker include children who have a Child Protection Plan and those who are 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.

Those with an EHC plan will be risk-assessed in consultation with the SENCO and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

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.

Khalsa Secondary 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 and Previously Looked-After children. The lead person for this will be Jagroop Roopra.

The offer to attend school is extended to all identified vulnerable children who have a social worker, so long as they do not have underlying health conditions that put them at increased 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 DSL will explore the reasons for this directly with the parent and this will be recorded.

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

Khalsa Secondary Academy will encourage our vulnerable children and young people to attend a school, including remotely if needed.

### **17. Assessing risk of EHCP students**

Where the risk assessment determines a child or young person with an EHC plan will be safer at home, using the DfE guidance, they will be recommended to stay at home. Where the risk assessment determines a child or young person with an EHC plan will be as safe or safer at an education setting, using the DfE guidance, they will be recommended to attend the education setting.

A risk assessment for a child or young person will need to balance a number of different risks, including:

- the potential health risks to the individual from coronavirus (COVID-19), bearing in mind any underlying health conditions
- the risk to the individual if some or all elements of their EHC plan cannot be delivered for the time being and the risk if they cannot be delivered in the normal manner or in the usual setting and the opportunities to meet needs in a different way temporarily e.g. in the home or online
- the ability of the individual's parents or carers or home to ensure their health and care needs can be met safely week-round or for multiple weeks, bearing in mind the family's access to respite
- the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered
- any out-of-school risk or vulnerability. For example, a child or young person becoming involved in dangerous behaviour or situations, or requiring support from a social worker. This applies to those whose needs are best met in educational settings, particularly in order to stop a care placement breakdown.

<https://www.gov.uk/government/publications/coronavirus-covid-19-send-risk-assessment-guidance/coronavirus-covid-19-send-risk-assessment-guidance>

The iSEND Service recommends that all risk assessments are conducted between the setting, the child/young person's parents/carers and where appropriate key professionals, and should always be focused around the best interests of the child/young person, with the primary focus being on their safety at this time.

The risk assessment is not fixed; it is inevitably impacted by any changes in circumstances, such as staffing or environment, and so will require ongoing consideration.

The assessment form is in two parts.

1. Section 1 – screening to determine if a full risk assessment is required
2. Section 2 – full risk assessment

A copy of the completed risk assessment form will be sent to the child/young person's parents/carer and to the Local Authority iSEND Service, who will continue to liaise with colleagues across the Local Authority.

<https://schoolsweb.buckscc.gov.uk/covid-19-corona-virus-latest-advice/covid-19-school-provision/>

## **18. Update for February 2021 – Preparing for a Phased Return**

During the Covid-19 epidemic we will continue to implement all of our usual protective measures in school. We will continue to adhere to our safeguarding principles to protect all children from harm and abuse. KCSIE 2020 and our Prevent duty remain in place.

Whilst planning for a possible phased return to school our risk assessments will link specifically/explicitly with our Health & Safety and Safeguarding policies. We will continue to routinely review our Covid-19 Safeguarding & Child Protection Policy taking into account any potential increase in pupil numbers.

On any possible phased return to school, staff will be reminded, they should continue to follow the statutory safeguarding guidance, Keeping Children Safe in Education (Sep 2020) and the processes outlined in the school Safeguarding Policy. Staff will be made aware that they should remain vigilant in identifying any new potential safeguarding concerns and how to report these concerns.

The safeguarding team will continue to liaise with parents, local safeguarding partnerships and all other external agencies to ensure all safeguarding information remains accurate and is updated on Safeguard My School.

At all times the DSL (or DDSL) will be on site or is available by phone. In the unlikely event that this is not possible, a Safeguarding level 3 trained senior leader will assume responsibility for co-ordinating safeguarding on site. Staff will be informed if the DSL is not on site or available and whom they should contact if they have a safeguarding concern following their referral.

Whatever the scenario, it is important that all 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.

The DSL (or deputy) should provide support to teachers and pastoral staff to ensure that contact is maintained with children (and their families) who are not yet returning to school or college. Where possible staff should try and speak directly to children to help identify any concerns. Staff should be encouraged (where possible) to make calls from the school or college site via school or college phones and devices. Where staff use personal phones to make calls, they should withhold their personal number

The DSL and DDSs will keep up to date with safeguarding issues and continue to support children who may not return to school.

“Where possible staff should try and speak directly to children to help identify any concerns” **DfE - Coronavirus (COVID - 19): safeguarding in schools, colleges and other providers 20th May 2020**

Direct contact may consist of the following;

- Phone calls via parents’ phones and in all cases make sure parents are aware and agree
- Live 1:1 Google Meets if conducted from the school site and recorded
- Live written communication via the Google Stream

For any staff who have not worked in regulated activity, or, have been away from school for a period of 3 months but have been continually employed a new DBS does not need to be obtained.

Khalsa Secondary Academy are aware that the current events can affect the mental health of children and their parents. We will continue to identify and support students either in school, via the telephone, from specialist staff or with external support services such as Kooth.

<https://www.kooth.com/urgent-support>

<https://www.kooth.com/signup>

When setting student work and expectations for students not in school, staff will be mindful of the impact the current circumstances can have on the mental health of students and their parents.

Khalsa Secondary Academy will continue to do all it ‘reasonably’ can to ensure students at home are safe online. Parents and students are routinely reminded of where they can access online safety help and advice.

### **Summary of actions to take:**

- Ensure safeguarding policy is reviewed where needed as more children come into school
- Ensure staff know name of DSL(s) and how to contact (each day)

- Risk assessments link together Safeguarding and Health and Safety
- Ensure safeguarding information remains up to date
- DSLs keep up to date with safeguarding issues
- Vulnerable children with social workers, or EHCPs should attend school
- No need to re-do DBS for staff away from school
- Bear that for many children, mental health will have been impacted
- Schools should do all they 'reasonably' can to ensure children at home are safe online

## 19. Useful contacts

### Safeguarding Team

Designated safeguarding lead (DSL)	Tabitha Rowe	<a href="mailto:t.rowe@khalsasecondaryacademy.com">t.rowe@khalsasecondaryacademy.com</a>
Deputy DSL	Mr A Betts Miss E Day Miss S Hodge Mr A Kilbane Miss N Timotheou	<a href="mailto:a.betts@khalsasecondaryacademy.com">a.betts@khalsasecondaryacademy.com</a> <a href="mailto:e.day@khalsasecondaryacademy.com">e.day@khalsasecondaryacademy.com</a> <a href="mailto:s.hodge@khalsasecondaryacademy.com">s.hodge@khalsasecondaryacademy.com</a> <a href="mailto:a.kilbane@khalsasecondaryacademy.com">a.kilbane@khalsasecondaryacademy.com</a> <a href="mailto:n.timotheou@khalsasecondaryacademy.com">n.timotheou@khalsasecondaryacademy.com</a>

### Pastoral Team

Head Of Learning	Years 7 & 8 Year 9 Year 10 Year 11 Years 12 & 13	<a href="mailto:a.betts@khalsasecondaryacademy.com">a.betts@khalsasecondaryacademy.com</a> <a href="mailto:e.day@khalsasecondaryacademy.com">e.day@khalsasecondaryacademy.com</a> <a href="mailto:n.timotheou@khalsasecondaryacademy.com">n.timotheou@khalsasecondaryacademy.com</a> <a href="mailto:j.roopra@khalsasecondaryacademy.com">j.roopra@khalsasecondaryacademy.com</a> <a href="mailto:a.kilbane@khalsasecondaryacademy.com">a.kilbane@khalsasecondaryacademy.com</a>
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UK Safer Internet Centre - [www.saferinternet.org.uk](http://www.saferinternet.org.uk)

NSPCC - [www.nspcc.org.uk](http://www.nspcc.org.uk)

Childnet - [www.childnet.com](http://www.childnet.com)

CEOP - [www.ceop.police.uk](http://www.ceop.police.uk)

The Department for Education COVID-19 helpline:

[DfE.coronavirushelpline@education.gov.uk](mailto:DfE.coronavirushelpline@education.gov.uk)

0800 046 8687

Lines are open Monday to Friday from 8am to 6pm and weekends 10am to 4pm.

Samaritans

Confidential support for people experiencing feelings of distress or despair.

Phone: 116 123 (free 24-hour helpline)

Website: [www.samaritans.org.uk](http://www.samaritans.org.uk)

Anxiety UK

Charity providing support if you have been diagnosed with an anxiety condition.

Phone: 03444 775 774 (Monday to Friday, 9.30am to 10pm; Saturday to Sunday, 10am to 8pm)

Website: [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)

CALM

CALM is the Campaign Against Living Miserably, for men aged 15 to 35.

Phone: 0800 58 58 58 (daily, 5pm to midnight)

Website: [www.thecalmzone.net](http://www.thecalmzone.net)

Men's Health Forum

24/7 stress support for men by text, chat and email.

Website: [www.menshealthforum.org.uk](http://www.menshealthforum.org.uk)

Mental Health Foundation

Provides information and support for anyone with mental health problems or learning disabilities.

Website: [www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)

Mind

Promotes the views and needs of people with mental health problems.

Phone: 0300 123 3393 (Monday to Friday, 9am to 6pm)

Website: [www.mind.org.uk](http://www.mind.org.uk)

YoungMinds

Information on child and adolescent mental health. Services for parents and professionals.

Phone: Parents' helpline 0808 802 5544 (Monday to Friday, 9.30am to 4pm)

Website: [www.youngminds.org.uk](http://www.youngminds.org.uk)

## **20. Links with other policies**

This policy links to the following policies and procedures:

- Child Protection and Safeguarding policy
- Staff Behaviour policy/Staff Code of Conduct

- IT Acceptable Use policy
- Health and Safety policy
- Online/E-Safety policy