

Published date: Sept 2020	Next review deadline: As required	Statutory	Executive Lead at ATT: Sarah Bloomer – Director of Safeguarding
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Links to:	
<ul style="list-style-type: none"> • Safeguarding and Child Protection Policy • Staff Code of Conduct • Behaviour Policy • Safer Recruitment/DBS policy • E-safety Policy 	<ul style="list-style-type: none"> • SEND policy • Allegations Against Staff (Staff Disciplinary Policy and Procedures) • Anti Peer on Peer Abuse (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

1. 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.

Since September 2020, all schools have reopened following government guidelines to create bubble systems and a risk assessment with a view to maintaining the highest levels of attendance for all pupils as possible.

This sub-section (addendum) of the 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 and seek support.

Where there is a concern relating to a confirmed case of COVID-19 within the academy, immediate advice will be sought. This advice will be communicated clearly and calmly with all stakeholders with any consequent actions.

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 2020.
- 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.

2. Key Contacts

Role	Name	Contact number	Email
Iceni Primary Academy Designated Safeguarding Lead	Emma Owner (Principal)	School Office 01842 828275 m: 07949 092305	Emma.owner@iceni.attrust.org.uk
Iceni Primary Academy Deputy Designated Safeguarding Lead(s)	Victoria Slade	School Office 01842 828275 m: 07949 092305	Victoria.slade@iceni.attrust.org.uk
Executive Principal/RED	Steven Vincent	School office: 01638 713001 Mobile: 07949 079054	Steven.vicent@academytransformation.co.uk
(ATT) Trust Director of Safeguarding	Sarah Bloomer	m: <u>07880 389 927</u>	sarah.bloomer@academytransformation.co.uk

3. 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 ensure that regular contact is made with pupils should any form of isolation, bubble or academy closure be required. See Appendix 1.

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 Domestic Abuse has begun and we must respond by considering how this may affect pupils at school and during any period of isolation 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.

4. Children Attending Alternative Provision

Where our students are attending an alternative provision the government expectation is that it has remained open during the COVID-19 context. We will continue to record attendance (see below) for these children in the same way as children that are attending the academy during this time. We will follow the same guidelines if any of these children are classified as vulnerable or have an EHCP.

5. Attendance monitoring

We expect all pupils to attend the academy if they are well and isolate at home if they have any COVID-19 symptoms (and receive a COVID-19 test), live with someone or been in contact with someone who has tested positive for COVID-19 in-line with the government advice.

Parents or carers are expected to contact the academy on the first day of the illness and inform the academy of the reason for absence so that the correct attendance codes can be used in every case of absence. We expect parents or carers to make contact to make us aware of the status of any COVID-19 tests that have become necessary and to update the academy on the welfare of the pupil.

As long as a pupil is feeling well when isolating at home blended learning will begin. See appendix 1.

We will record attendance for all pupils expected to attend the academy in-line with the most recent attendance codes and advice released by the DfE.

6. 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 our pupils continue to be effectively safeguarded when in that provision.

THE DSL (DDSL) will monitor the educational outcomes and well as welfare for vulnerable children accessing blended learning if required.

7. 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 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.

8. 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.

9. 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). The LADO Contact details are within the full safeguarding policy.

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.

We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per 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.

9. Safeguarding Training

We have ensured that all statutory training has been updated to reflect the new requirements in KCSIE 2020 and the government guidance on social distancing.

We will ensure that all staff are aware of any new local arrangements especially if these are being reviewed/changed as a result of COVID-19 so that we always know what to do if they are worried about a child.

10. 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 carers 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

11. 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 and where appropriate referrals should still be made to children's social care and as required the police.

Online teaching will 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 be 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.

12. 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 to offer a quick overview and contacts will be recorded on CPOMS.

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.

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

See Appendix 1 for stepped information related to contact and blended learning.

13. 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 the Child Protection Policy and Anti Peer on Peer Abuse (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 recorded when the incidents are followed up after the initial support and interventions have been implemented in line with the above procedure.

14. 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.



Appendix 1 - Our approach to Pupil Absence and Local/National Lockdown

Short Absence (has symptoms but must stay at home until tested)	Longer Absence (Positive result)	Bubble closure/Lockdown/Tier 4																																				
<ul style="list-style-type: none"> ❖ Log on details already provided for Lexia, Mathletics, TTRS for immediate access to learning. ❖ Paper based home learning pack delivered by the end of the 2nd day of absence. ❖ Arrangements made with class teacher and parent to return work to be marked. ❖ Daily KIT phone call made by either class teacher or TA to discuss: <ul style="list-style-type: none"> ➤ Test result ➤ Chat to the child about what they have been doing. ❖ Log phone call on cpoms. ❖ Arrange for immediate return once negative test has been confirmed. ❖ If the child is unwell, they would not be expected to complete the work provided. ❖ If the child need to self-isolate for a longer period, move to longer absence. 	<ul style="list-style-type: none"> ❖ Log on details already provided for Lexia, Mathletics, TTRS for immediate access to learning. ❖ Paper based home learning pack delivered by the end of the 2nd day of absence. Work will cover full content of curriculum, differentiated accordingly and will be provided for the full period of absence, unless child is unwell. ❖ Arrangements made with class teacher and parent to return work to be marked. ❖ Daily contact via phone calls will be made by either class teacher or TA to discuss: <ul style="list-style-type: none"> ➤ Test result ➤ Chat to the child about what they have been doing. ➤ Go through the work set and allow for the child to ask questions. ❖ Log phone call on cpoms. ❖ Where possible, if a child does not have access to a laptop, this will be provided by ATT. 	<p>Academy open for key worker and vulnerable children only. Staff working in the academy on a rota basis.</p> <p>Daily timetable:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 10%;"></th> <th style="width: 15%;">Monday</th> <th style="width: 15%;">Tuesday</th> <th style="width: 15%;">Wednesday</th> <th style="width: 15%;">Thursday</th> <th style="width: 15%;">Friday</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">9-9.15am</td> <td colspan="5">TEAMS phonics or SPAG sessions everyday. Amanda – Acorn phase 2 Sara – Willow phase 2/3 Natalie – Willow phase 3/4 Lisa – Willow phase 5 Elaine – Elm phase 6 Vicki and Alicia - SPAG</td> </tr> <tr> <td style="text-align: center;">9.15-9.30am</td> <td colspan="5">Children to complete their paper based phonics work. Teachers on hand to support.</td> </tr> <tr> <td style="text-align: center;">9.30-9.45am</td> <td colspan="5">Go Noodle or other physical activity</td> </tr> <tr> <td style="text-align: center;">9.45-10.45am</td> <td colspan="5">English. Whole class introduction for 10 mins. Including talking through the LOs. Then children to complete their differentiated paper based activity. Teacher to check in with work produced during the lesson with as many children as possible.</td> </tr> <tr> <td style="text-align: center;">11-12</td> <td colspan="5">Maths. Whole class introduction for 10 mins. Including talking through the LOs. Then children to complete their differentiated paper based activity.</td> </tr> </tbody> </table>		Monday	Tuesday	Wednesday	Thursday	Friday	9-9.15am	TEAMS phonics or SPAG sessions everyday. Amanda – Acorn phase 2 Sara – Willow phase 2/3 Natalie – Willow phase 3/4 Lisa – Willow phase 5 Elaine – Elm phase 6 Vicki and Alicia - SPAG					9.15-9.30am	Children to complete their paper based phonics work. Teachers on hand to support.					9.30-9.45am	Go Noodle or other physical activity					9.45-10.45am	English. Whole class introduction for 10 mins. Including talking through the LOs. Then children to complete their differentiated paper based activity. Teacher to check in with work produced during the lesson with as many children as possible.					11-12	Maths. Whole class introduction for 10 mins. Including talking through the LOs. Then children to complete their differentiated paper based activity.				
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