



# **CHILD PROTECTION AND SAFEGUARDING POLICY:**

## **COVID-19 addendum**

## TORQUAY ACADEMY

# Child Protection and Safeguarding Policy

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## Important contacts

| ROLE   | NAME                               | CONTACT DETAILS   |
|--|------------------------------------|---|
| Designated safeguarding lead (DSL)   | Elaine Watling                     | 01803 317124<br>07436 152350<br>email: cp@TQacademy.co.uk                                 |
| Deputy DSL   | Mandy Saint                        | 01803 317125<br>email: cp@TQacademy.co.uk   |
| Designated member of senior leadership team if DSL (and deputy) can't be on site | Mr Glyn Penrice<br>Mr Ben Chadwick | email:<br>gpenrice@tqacademy.co.uk<br>email:<br>bchadwick@tqacademy.co.uk                 |
| Headteacher  | Mr Steve Margetts                  | email:<br>smargetts@TQacademy.co.uk<br>Telephone: 01803 317110<br>(Principal's PA Office) |
| Local authority designated officer (LADO)  | Mr Ivan Sullivan                   | 01803 208541  |
| Chair of governors   | Mr Vince Flower                    | email:<br>vflower@TQacademy.co.uk   |

## Context

This addendum of the Torquay Academy Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

### Principles of Supporting children in school

Torquay Academy is committed to ensuring the safety and wellbeing of all its students.

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

Torquay Academy 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 COVID19.

Torquay 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 Torquay Academy has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the Governing Body.

## 1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our 3 local safeguarding partners the accountable officer of a clinical commissioning group, chief officer of police and local authority (LA) Torbay.

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

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

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
- With a child protection plan
- Assessed as being in need
- Looked after by the local authority
- Have an education, health and care (EHC) plan
- Have been assessed as otherwise vulnerable by educational providers or Las at their discretion

## 2. Core safeguarding principles

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

We will always have regard for these important safeguarding principles:

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

## 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, both for children still attending school and those at home.

Staff will continue to log any concerns they have on CPOMs but if there is an urgent concern the DSL will be emailed and called.

**Staff are reminded of the need to report any concern immediately and without delay and not to rely on email reporting where there is a child protection concern but to make verbal contact with the safeguarding lead. If not available they should call the Principal. If neither are available they should call torbay multi agency safeguarding hub on 01803 208100 - MASH (Multi Agency Safeguarding Hub) [mash@torbay.gov.uk](mailto:mash@torbay.gov.uk).**

Students of the Academy are able to email their pastoral team using the email addresses below or email the safeguarding team directly:

Year 7 Staff [Year7Staff@tqacademy.co.uk](mailto:Year7Staff@tqacademy.co.uk)  
Year 8 Staff [Year8Staff@tqacademy.co.uk](mailto:Year8Staff@tqacademy.co.uk)  
Year 9 Staff [Year9Staff@tqacademy.co.uk](mailto:Year9Staff@tqacademy.co.uk)  
Year 10 Staff [Year10Staff@tqacademy.co.uk](mailto:Year10Staff@tqacademy.co.uk)  
Year 11 Staff [Year11Staff@tqacademy.co.uk](mailto:Year11Staff@tqacademy.co.uk)  
Sixth Form Staff [SixthFormStaff@tqacademy.co.uk](mailto:SixthFormStaff@tqacademy.co.uk)

If you are worried about a child contact the Torbay Multi-Agency Safeguarding Hub:

Telephone: 01803 208100

E-mail: [mash@torbay.gov.uk](mailto:mash@torbay.gov.uk)

Enquiry Form available at: Torbay Safeguarding Children Partnership site:

<http://torbaysafeguarding.org.uk/workers/hub/>

Police – non emergency – 101

For contact details in Devon and Plymouth, please see our full Child Protection and Safeguarding Policy.

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.

If our DSL (or deputy) can’t be in school, they can be contacted remotely by: mobile 07436152350 email: [ewatling@tqacademy.co.uk](mailto:ewatling@tqacademy.co.uk)

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

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be the Vice Principal who is listed as on duty that day.

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

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children’s social workers where they need access to children in need and/or to carry out statutory assessments

#### **5. Working with other agencies**

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

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our 3 local safeguarding partners

- The local authority, about children with education, health and care (EHC) plans, the local authority designated officer and children’s social care, reporting mechanisms, referral thresholds and children in need

Useful numbers:

01803 208100 – Children Services

0300 456 4876 - Out of hours Safeguarding contact

01803 208541 - LADO: Ivan Sullivan

## **6. Monitoring attendance**

We will resume taking our attendance register. We will follow guidance from the Department for Education on how to record attendance and what data to submit.

Where any child we expect to attend school doesn’t attend, or stops attending, we will:

- Follow up on their absence with their parents or carers, by ringing contacts given as soon as possible when the student hasn’t arrived.
- Inform Children’s Social Care

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

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

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

## **8. Concerns about a staff member or volunteer**

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

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. 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

Each child has an individual plan which sets out:

- How often the school will make contact – this will be at least once a week
- Which staff member(s) will make contact – as far as possible, this will be staff who know the family well
- How staff will make contact – this will be over the phone.
- There is a pastoral team based in each year area. The school counsellor and a thrive practitioner are available to support the children's needs.
- Identify weekly parents and students where contact has not been made or a student who has not engaged with their online home learning.
- Email parent/carer to ring or email
- If contact has not been made after several attempts, a visit to the home, keeping social distancing and have sight of the child is made.

We have agreed these plans with children's social care where relevant, and will review them regularly.

If we can't make contact, we will request a welfare call by Children's Services.

## **10. 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 students' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

For children at home, they will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls
- The school will make contact with children who are at home. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home or, if necessary they will use personal phones but will withhold their personal number.

Children are likely to be spending more time online during this period – see section 12 below for our approach to online safety both in and outside school.

See section 13 below for information on how we will support students' mental health.

### **10.1 Children Returning to School**

The DSL (or deputy) will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before children return.

The DSL and deputy will be given time to support staff and children regarding new concerns (and referrals as appropriate) as children return to school. Staff and volunteers will be alert to any new safeguarding concerns as they see students in person.

## 11. Online safety

### 11.1 In school

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

### 11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff code of conduct.

Remote lessons take place using pre-recorded videos and Google Meet. They should be scheduled using school email addresses.

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 Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- 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.
- Language must be professional and appropriate, including any family members in the background.
- Staff should record, the length, time, date and attendance of any sessions held.

When using Google Meet:

- Ensure that you activate host controls. This is very important. Host controls are accessible by clicking the blue shield if you are the meeting owner.
- Turn off Quick Access. This will put students in a waiting room for you to admit them - it is like your digital threshold and it makes sure they cannot chat without you being there.
- Turn off Share Their Screen. This will prevent students sharing anything inappropriate.
- Consider whether or not to turn off Send Chat Messages. You may decide it is useful for students to be able to chat with you and each other.
- If a student's behaviour is inappropriate, you can remove them from the meeting but this is irreversible. Instead it is better to 'park' the student and ask them to disconnect of their own accord. If they refuse, you can remove them by hovering over their thumbnail and click 'Remove from meeting'. If this happens, please subsequently contact me so that the student can be unlocked.
- You also have the option to Mute them, although they will be able to unmute subsequently.
- At the start of the lesson please display the TA Way for video lessons. This has been shared already with students and parents:

**The Live TA Way**



**On arrival:**

-  **Cameras on**, eyes on teacher
-  Mics **muted**
-  **Equipment ready**

**During your lesson:**

-  Unmute and answer questions when **cold called**
-  Contribute to the **chat** when **directed** by your **teacher**
-  **Raise hand** when you have a **question**
-  Turn your **camera off** when **directed** by your **teacher** during teacher exposition
-  **'Cameras back on**, eyes on me in 3, 2, 1' when directed

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

### **11.3 Working with parents and carers**

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, where relevant 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

Information will be available on the school website.

## **12. Mental health**

Staff will be aware of the possible effects that this period may have had on students' mental health. Staff will look out for behavioural signs, including students being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support maybe needed.

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

The Thrive team and our school counsellors are having regular contact with the children they were seeing by telephone and email. Some students are still having counselling sessions in school maintaining social distancing. Where appropriate "walk and talk" will be offered by the counsellor.

Staff are reporting directly to the team any concerns they have about a child. This will then be followed up by them.

The Thrive team and Counsellors have in place support for staff, children and their families, including support if there is a bereavement.

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

When setting expectations for students 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.

Staff will be alert to mental health concerns in children who are at home, and act on them immediately, following our reporting procedures as set out in point 3.

## **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.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 183-188 of Keeping Children Safe in Education.

### **13.2 Staff 'on loan' from other schools**

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks by the Principal's PA or member of the SLT.

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 in line with expectations of Keeping Children Safe in Education

When carrying out DBS checks and right to work checks, we will:

- Follow the latest guidance from the DBS, Home Office and Immigration Enforcement as appropriate (for example, with regards to the process for verifying documents). We will inform candidates about the intended process as soon as reasonably practical.

### **13.4 Keeping records of who's on site**

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

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

We will use the single central record to log:

- 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 (SENDCO) 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. DSL training**

The DSL (and deputy) may not be able to take part in training during this period. If this is the case, the DSL (and deputy) will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

The DSL (and deputy) will do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.

## **16. Monitoring arrangements**

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, and as a minimum every 4 weeks by Elaine Watling DSL. At every review, it will be approved by the governing body.

## **17. Links with other policies**

This policy links to the following policies and procedures:

- Child protection policy
- Staff code of conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy
- Whistleblowing policy
- Anti-bullying policy