

Annex 1



**SAFEGUARDING & CHILD PROTECTION
POLICY**

Addendum

**COVID-19 school closure arrangements for
Safeguarding and Child Protection**

Policy addendum: Tracy Smith, Designated Safeguarding Lead

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1. Context

- 1.1 From Monday 23 March 2020 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.
- 1.2 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.
- 1.2 This addendum of the Leeds Jewish Free School's Safeguarding and Child Protection Policy contains details of our individual safeguarding arrangements in the following areas:

2. Key contacts

Role	Name	Contact number	Email
Leeds Jewish Free School			
Designated Safeguarding Lead	Mrs Tracy Smith	07754324986	tsmith@ljfs.org
Deputy Designated Safeguarding Lead	Mrs Daliah Aibi		daibi@ljfs.org
Executive Head Teacher	Ms S Jagger		sjagger@ljfs.org
Other trained DSLs	Ms S Lawson Mr J Jagger Ms S Jagger		slawson@ljfs.org jjagger@ljfs.org sjagger@ljfs.org
Chair of Governors	Mr D Cohen		Daniel.Cohen@leeds.gov.uk
Safeguarding Governor	Dr J Broch		

3. Other Key Contacts:

3.1 Leeds Authority:

Children's Services Education Safeguarding Team	0113 3789685
Email: estconsultation@leeds.gov.uk	
Children's social work service duty and advice team	0113 3760336
Email: childscreening@leeds.gov.uk	
Emergency Duty Team (Out of hours)	0113 5350600
Email: childrensEDT@leeds.gov.uk	
Prevent Team	0113 5350810
Email: prevent@leeds.gov.uk	
LADO service	Email: 0113 3789687
lado@leeds.gov.uk	
Leeds Schools Crisis line	0113 3783645

4. Vulnerable children

- 4.1 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.
- 4.2 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.
- 4.3 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 an on-site education 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.
- 4.4 Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.
- 4.5 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.

- 4.6 LJFS 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:

Tracy Smith – Designated Safeguarding Lead or Daliah Aibi, Deputy Designated Safeguarding Lead

- 4.7 The offer to attend LJFS 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 the school will explore the reasons for this directly with the parent and this will be recorded.
- 4.8 Where parents are concerned about the risk of the child contracting COVID19, the school or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.
- 4.10 The school will encourage our vulnerable children and young people to attend, including remotely if needed.

5. Attendance monitoring

- 5.1 Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.
- 5.2 If the school has any children in attendance (e.g. because they are vulnerable or their parent(s) / carers are critical workers) we will submit the daily attendance sheet to the DfE by 12 noon - <https://www.gov.uk/government/publications/coronavirus-covid-19attendance-recording-for-educational-settings>
- 5.3 If the school has closed, we will complete the return once as requested by the DfE.
- 5.4 School and social workers will agree with parents/carers whether children in need should be attending school – school will then follow up on any pupil that they were expecting to attend, who does not. School will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.
- 5.6 To support the above, LJFS will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

- 5.7 In all circumstances where a vulnerable child does not take up their place at the school, or discontinues, the academy/centre will notify their social worker.

6. Designated Safeguarding Lead

- 6.1 LJFS has a Designated Safeguarding Lead (DSL) and one or more Deputy DSL, plus a number of other key staff trained as DSLs.
- 6.2 A list of all DSLs can be found under Section 2, Key Contacts with contact details.
- 6.3 The optimal scenario is to have a trained DSL (or deputy or another trained DSL) available on site. Where this is not the case a trained DSL will be available to be contacted via phone or online video - for example when working from home.
- 6.4 Where a trained DSL (or deputy or another trained DSL) is not on site, in addition to the above, a senior leader will assume responsibility for coordinating safeguarding on site.
- 6.5 This might include updating and managing access to child protection records both offline or online management system, and liaising with the offsite DSL (or deputy or another trained DSL) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.
- 6.6 It is important that all staff and volunteers have access to a trained DSL (or deputy or another trained DSL). On each day, the staff on site will be made aware of who that person is and how to contact them. All onsite staff should be made aware of the children's services education safeguarding team consultation line numbers as detailed within Section 3 Other Key Contacts, should a DSL be unavailable and they require safeguarding advice.
- 6.7 The DSL will continue to engage with social workers, and attend all multiagency meetings, which can be done remotely.
- 6.8 The senior DSL will ensure that operational staff with designated safeguarding responsibilities, access regular supervision, which can be undertaken remotely through electronic communications (e.g. skype, mobile communications etc.)

7. Reporting a concern

- 7.1 Where staff have a concern about a child, they should continue to follow the process outlined in LJFS's Child Protection Policy. This includes making a report and formally recording concerns via the academy electronic safeguarding systems, (e.g. CPOMS) which can be done remotely. Or secure email systems with completed cause for concern forms attached.

- 7.2 Staff are reminded of the need to report any concern immediately and without delay.
- 7.3 Where staff are concerned about an adult working with children in the School, they should contact the Executive Head Teacher (contact details under Section 2). If there is a requirement to make a notification to the Executive Head Teacher whilst away from the school, this should be done verbally and followed up with an email to the Executive Head Teacher.
- 7.4 Concerns around the Executive Head Teacher should be directed to the Chair of Governors, Mr D Cohen @
- 7.5 All staff must follow Part 4 of Keeping Children Safe in Education (2019) and the LJFS's Procedure for Dealing with Allegations Against Staff. The Executive Head Teacher must be made aware of any concerns immediately. The Executive Head Teacher will use the local authority designated officer (LADO) notification form in order to assess the level of concern. The completed LADO notification form must be sent to the relevant Local Authority within one working day of the allegation being made to the Executive Head Teacher.
- 7.6 The safeguarding team (or equivalent) within each Local Authority area will continue to offer support in the process of managing allegations.

8. Safeguarding Training and induction

- 8.1 DSL training is very unlikely to take place unlikely to take place whilst there remains a threat of the COVID 19 virus.
- 8.2 For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.
- 8.3 All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.
- 8.4 Where new staff are recruited, or new volunteers enter individual academies, they will continue to be provided with a safeguarding induction.
- 8.5 Prior to commencing work, they will be given a copy of the LJFS's Safeguarding and Child Protection policies, Safe Working Practice Policy, Personal and Professional Conduct of Staff, ICT and E-Safety Policy including acceptable use and any other relevant LJFS policies and statutory guidance.

9. Safer recruitment/volunteers and movement of staff

- 9.1 It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, LJFS will continue to follow the relevant safer recruitment processes for individual academy/centre settings, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).
- 9.2 In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.
<https://www.gov.uk/government/news/covid-19-changes-to-dbs-id-checkingguidelines>
- 9.2 If staff are deployed from another education or children's workforce setting to an establishment within the school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:
- the individual has been subject to an enhanced DBS and children's barred list check
 - there are no known concerns about the individual's suitability to work with children
 - there is no ongoing disciplinary investigation relating to that individual
- 9.3 Where school are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.
- 9.4 LJFS will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.
- 9.5 LJFS will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.
- 9.6 During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk
- 9.7 Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that school is aware, on

any given day, which staff/volunteers will be on site, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, school will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

10. Online safety

10.1 LJFS will continue to provide a safe environment, including online. This includes the use of an online filtering system.

10.2 Where students are using computers on site, appropriate supervision will be in place.

11. Children and online safety away from LJFS

11.1 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.

11.2 Online teaching should follow the same principles as set out in the Guidance for safer working practice for those working with children and young people in education settings (National Safer Recruitment Consortium May 2019).

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

11.3 Whilst staff are interacting with children away from the school including online, they must continue to adhere to LJFS's Personal and Professional Conduct of Staff, Safe Working Practice Policy, ICT and E-Safety Policy and any other policies, protocols, professional standards and statutory guidance applicable to their role. Staff are using school email addresses for any communication and contact with parents. Staff may contact students directly via Teams to support learning and welfare. Parents have been made aware of this and given the option to opt out if they do not wish this to happen.

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

- 1:1's with students should be avoided, with students being tutored in groups wherever possible. If this is unavoidable, this must be approved by the Executive Head Teacher and parental permission sought. These sessions are automatically recorded for safeguarding of both the student and the member of staff 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; 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.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed. Live classes will be conducted in line with agreed protocols e.g use of Passwords as well as Meeting IDs, Waiting Rooms to be used before participants are admitted into the meeting, actual names to be used by children and staff so we know who we are letting in and who we are meeting.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT Director to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held in line with LJFS's agreed protocol.

12. Supporting children not in LJFS

12.1 LJFS is committed to ensuring the safety and wellbeing of all its Children and Young people.

12.2 Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

12.3 Details of this plan must be recorded, as should a record of contact made.

12.4 The communication plans can include: remote contact, phone contact, doorstep visits. Other individualised contact methods should be considered and recorded.

12.5 LJFS and its DSLs will work closely with all stakeholders to maximise the effectiveness of any communication plan.

12.6 This plan must be reviewed regularly and where concerns arise, the DSLs will consider any referrals as appropriate.

12.7 LJFS will share safeguarding messages on its website and social media pages.

12.8 LJFS recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers across LJFS need to be aware of this in setting expectations of pupils' work where they are at home.

13. Supporting children in LJFS

- 13.1 LJFS is committed to ensuring the safety and wellbeing of all its students.
- 13.2 LJFS will continue to be a safe space for all children to attend and flourish. The Executive Head Teacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.
- 13.3 LJFS 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.
- 13.4 LJFS 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.
- 13.5 Where LJFS has concerns about the impact of staff absence – such as our Designated Safeguarding Leads or First Aiders – we will consult with individual local authority education safeguarding teams, if deemed necessary.

14. Peer on Peer Abuse

- 14.1 LJFS recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.
- 14.2 Where school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.
- 14.3 The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.
- 14.4 Concerns and actions must be recorded in keeping with school reporting and recording systems (CPOMS) and appropriate referrals made.

15. Mental health and Well-Being

- 15.1 LJFS recognises that the current exceptional circumstances may affect the mental health and well-being of pupils, parents and staff in many different ways. LJFS will ensure that they have details of appropriate support available and this will be accessible for pupils, parents and staff.
- 15.2 These are unusual and difficult times for many people and for some families they may become traumatic times and involve loss and grief. We have

provided appropriate home learning for our pupils to complete during this period of time whilst the vast majority of pupils are at home. Although learning is very important, and we want to make the best use of this time, we recognise that the expectations of this may be challenging on some students and families. LJFS will provide reassurance and support to pupils, parents and staff in order to manage these expectations without putting additional stresses and pressure on individuals.

- 15.3 LJFS will also work to ensure that there is a plan in place for how any bereavements may be handled, including obtaining support services as appropriate.

Useful contacts/web links:

Child line: 0800 1111

www.childline.org.uk

www.nhs.uk Mind.org.uk

www.gov.uk/government/publications/covid-19-guidance-for-the-public-mental-health-and-wellbeing

www.nhs.uk/oneyou/every-mind-matters/coronavirus-covid-19-staying-at-home-tips

www.mentalhealth.org.uk/publications/looking-after-your-mental-health-during-coronavirus-outbreak

www.nhs.uk/conditions/stress-anxiety-depression/talking-to-children-about-feelings/

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing>

www.mindmate.org.uk/

16. Staff who bring their own children into school due to a lack of suitable alternative childcare

- 16.1 The LJFS Leadership Team will review whether or not to permit this, in line with government advice.

- 16.2 LJFS would need to consult with its Insurance Policy prior to any arrangement being agreed.

- 16.3 In addition to advice issued centrally by individual Local Authorities on this issue: if it is permitted, where these are pre-school children schools must also have regard to the Disqualification Regulations 2018: The [Childcare \(Disqualification\) Regulations 2018](#) and [Childcare Act 2006](#), which set out who is disqualified from working with children.

17. Support from individual Local Authorities

17.1 The Children's Services Education Safeguarding Team (or equivalent) within individual Local Authority areas will continue to provide support and guidance as appropriate, to enable DSLs to carry out their role effectively.

18. The use of personal mobile phones.

In situations where staff have agreed to use their own personal mobile phone to make contact with families, staff and school will need to put in place systems to ensure the staff members personal number is not visible to parents and carers. Staff should not give parents/carers personal mobile telephone numbers as a point of contact. In an emergency situation, where this is deemed essential, specific permission must be granted by an appropriate senior leader.

Staff who require access to their mobile phone during the school day due to: test and trace notifications (for instances such as their own children who may require picking up due to collapsed bubbles etc..) will be required to follow the principles set out in the guidance for safer working practice (12. Communication with children (including the use of technology)). Mobile phones should be used in line with individual school guidance and should not be used for non-educational purposes when supervising or teaching children. Staff should take reasonable steps to ensure they are not distracted from their duties by non-urgent alerts or notifications. Where staff receive urgent alerts related to the COVID track and trace NHS App or their own children's school they should follow school procedures to ensure continuity of supervision for any children in their care.