



Addendum to Child Protection Policy COVID-19 school closure arrangements for Safeguarding and Child Protection at Schools within the STAR Multi Academy Trust

School Name: All Schools within the STAR MAT

Policy owner: The STAR MAT

Date: 1 February 2021

Date shared with staff:

This document has been adapted from a version created by L. Donald

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1. Context

From 4th January 2021 the government announced a national lockdown, schools and colleges should allow only vulnerable children and young people and the children of critical workers to attend these settings. All other pupils and students should not attend and should learn remotely until at least March 8th 2021.

Alternative provision (AP) and special schools will remain open and continue to offer face to face provision for all pupils where appropriate.

Early year's provision should continue to remain open and should continue to allow all children to attend full time or their usual timetable hours. This includes early years registered nurseries and childminders, maintained nursery schools, as well as nursery classes in schools and other pre-reception provision on school sites. Only vulnerable children and children of critical workers should attend on-site reception classes.

This addendum of the STAR MAT Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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Key contacts Across The Trust

Role	Name	Contact number	Email
Designated Safeguarding Lead	Ms Cayte Mulhern	01937 833466/077 48 302148	c.mulhern@tgs.starmat.uk
Deputy Designated Safeguarding Lead/s	N/A		
CEO	Mr Ian Yapp	01938 538538	i.yapp@starmat.uk
Chair of the Trust Board	Ms Clare Thornton Eckford		c.thornton-eckford@startmat.uk
Safeguarding Trustee	Mr Nick Sheppard		n.sheppard@starmat.uk
Welfare and Contact Coordinator *			

* School should allocate a member of staff to coordinate welfare and contact and have the oversight of all the vulnerable pupils during this period of time. This may be a delegated role separate from the DSL role however there must be good liaison.

Welfare and Contact Coordinators

School	Name	Email
Appleton Roebuck Primary	Claire Sykes & Laura Cato	c.sykes@ar.starmat.uk l.cato@ar.starmat.uk
Brayton Primary	Rachel Robinson	headteacher@bp.starmat.uk
Kellington Primary	Helen Humphrys	headteacher@kp.starmat.uk
Kirk Fenton Primary	Karen Williams	headteacher@kf.starmat.uk
Monk Fryston Primary	Rick Weights & Val Law	headteacher@mf.starmat.uk v.law@mf.starmat.uk
Riverside Primary	Alison Woodward & Nicola Deakin	a.woodward@rs.starmat.uk

		n.deaking@rs.starmat.uk
Saxton Primary	Rick Weights	headteacher@mf.starmat.uk
Sherburn High School	Lydia Jackson & Ruth Marsh	Lydia.jackson@shs.starmat.uk Ruth.marsh@shs.starmat.uk
Sherburn Hungate Primary	Martyn Broom	headteacher@shp.starmat.uk
South Milford	Mel Lawrence	headteacher@sm.starmat.uk
Tadcaster Grammar	Mel Carroll	m.carroll@tgs.starmat.uk

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Any additional school contacts (including contacts for DSLs where this is being supported by another school):

School	Designated Safeguarding Lead & Chair of Governor	Email/Tel No. for DSL	Safeguarding Governor(s)
Appleton Roebuck	DSL: Andrea Commins* DDSL: Victoria Watts CofG – Richard Coy (temp) (cofg@ar.starmat.uk)	headteacher@ar.starmat.uk 01904 501906	Helen Matchett
Brayton CE	DSL: Rachel Robinson DDSL: Victoria Umpleby CofG – Claire Callaghan (cofg@bp.starmat.uk)	headteacher@bp.starmat.uk 01757 704308	Patricia Jarvis
Kellington	DSL: Helen Humphrys * DDSL: Gemma Tomlinson and Nikki Hesp CofG – Caroline Gilley (cofg@kp.starmat.uk)	headteacher@kp.starmat.uk 01977 661127	Ed Ball
Kirk Fenton CE	DSL: Karen Williams DDSL: Gemma McHale CofG – Carole Middleton (cofg@kf.starmat.uk)	headteacher@kf.starmat.uk 01937 557228	Amanda Peace

Monk Fryston CE	DSL: Rick Weights DDSL: Val Law* CofG – Tracy Pickles (cofg@mf.starmat.uk)	headteacher@mf.startmat.uk 01977 682388	Ann Jesty & Peter Roberts
Riverside	DSL: Alison Woodward DDSL: Ian Yapp and Caroline Wyatt CofG – Carolyn Walker (cofg@rs.starmat.uk)	a.woodward@rs.startmat.uk 01937 832899	Carolyn Walker
Saxton CE	DSL: Rick Weights DDSL: Val Law CofG – Tracy Pickles (cofg@sp.starmat.uk)	headteacher@sp.starmat.uk 01937 557396	Ann Jesty & Peter Roberts
Sherburn High	DSL: Miriam Oakley DDS: Ruth Marsh CofG – Alison Davey (cofg@shs.starmat.uk)	Miriam.oakley@shs.starmat.uk 01977 682442	Alison Davey
Sherburn Hungate	DSL: Martyn Broom DDSL: Fiona Mackay DDSL (in training) Bobbi Horner	headteacher@shp.starmat.uk 01977 682434	Kelly Summersgill

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	& Jonathan Browning CofG – Kelly Summersgill (cofg@shp.starmat.uk)		
South Milford	DSL: Mel Lawrence DDSL (in training): Laura Bee CofG – Dan Murphy (cofg@smp.starmat.uk)	headteacher@sm.starmat.uk 01977 682559	Helen Bryan
Tadcaster Grammar	DSL: Cayte Mulhern* DDSL: Paul Betts, Josephine Gadsby CofG – Philip Turnpenny (cofg@tgs.starmat.uk)	c.mulhern@tgs.starmat.uk 01937 833466	Chris Burt & David Gluck

Key telephone numbers of all available DSL's/deputies should be provided to staff covering the setting.

Staff should be reminded that they can make a referral in exceptional circumstances to the Customer Contact Centre number 01609 780780 and/or LADO contact number 01609 533080

Vulnerable children

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
 - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
 - adopted children or children on a special guardianship order
 - those at risk of becoming NEET ('not in employment, education or training') • those living in temporary accommodation
 - those who are young carers
 - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
 - care leavers
 - others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health

Some children open to the Early Help service will be classed as vulnerable learners, but not all. It is recommended that practitioners use the existing RAG rating documents to help

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identify those children considered vulnerable and exercise their discretion (this is likely to be all children whose cases are categorised as red, and a proportion of those cases classified as amber).

The STAR MAT will continue to work with and support children's social workers and Early Help 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: Ms Cayte Mulhern, supported by the school's Headteacher/DSL.

There is an expectation that vulnerable children who have a social worker or open to Early Help will attend an education setting, unless it is identified within their COVID attendance plan. 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 child's school will explore the reasons for this directly with the parent. The discussions should focus on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home. Where parents are concerned about the risk of the child contracting COVID19, the child's school or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

The attendance of vulnerable children will be monitored by the Local Authority and The Department for Education.

Attendance monitoring

All pupils who are not eligible to be in school should be marked as Code X. They are not attending because they are following public health advice.

As vulnerable children are still expected to attend school full time, they should not be marked as Code X if they are not in school (except if they are shielding, self-isolating or quarantining). If the parent of a vulnerable child wishes their child to be absent, the parent should let the school know. The DfE expects schools to grant applications for leave of absence given the exceptional circumstances. This should be recorded as Code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.

From Monday 11 January 2021 schools need to complete the DfE daily attendance return. This is vital as this information will also be used to calculate the number of Lateral Flow Tests needed for the school moving forward. Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

<https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

The child's school and social workers will agree with parents/carers whether children in need should be attending school – the child's school will then follow up on any pupil that they were expecting to attend, who does not. The child's 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.

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To support the above, the child's school 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.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the child's school will notify their social worker.

Vulnerable Children's Attendance Plan

To facilitate multi-agency discussions, NYCC have developed a template you can utilise throughout the decision making process. The template can be completed as part of a remote meeting or through a series of discussions with the child/young person, parents/carers and education setting. The completed template must be shared with those involved and relevant agencies must be updated on the plans for the young person. A link to the template can be found here:

<https://cyps.northyorks.gov.uk/sites/default/files/Emergencies,%20health%20and%20safety/35%20Covid19%20Vulnerable%20Childrens%20Attendance%20Plan.docx>

Designated Safeguarding Lead

Each school has a Designated Safeguarding Lead (DSL) and, where appropriate, a Deputy DSL.

The key contacts are detailed at the start of this document.

It is expected that schools and colleges will have a trained DSL (or deputy) available on site. However, it is recognised that in exceptional circumstances this may not always be possible, and where this is the case there are two options:

- a trained DSL (or deputy) from the school can be available to be contacted via phone or online video - for example working from home but must be available to come onto site if needed
- sharing trained DSLs (or deputies) with other schools or colleges (to be available to be contacted via phone, online video or come onto site if needed)

Whatever the scenario, it is important that all school 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 trained DSL (or deputy) must also be available to come on site if the need arises.

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

Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Child Protection Policy, this includes making a report to the DSL.

Staff are reminded of the need to report any concern immediately and without delay.

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Where staff are concerned about an adult working with children in the school, they should report the concern to the headteacher. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher. This concern will then be reported to the LADO, 01609 533080. Concerns around the Headteacher should be directed to the Chair of

Governors. Safeguarding Training and induction

DSL training is available online through the North Yorkshire Safeguarding Children Partnership. Additional signposting to DSL Training can be explored with the support of the STARMAT Safeguarding and Inclusion Lead.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers undertake work at schools within the STAR MAT, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education authority or children's workforce setting to our 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

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, schools within the STAR MAT will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

Where schools within the STAR MAT are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

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Schools within the STAR MAT 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 details can be found in KCSIE.

Schools within the STAR MAT 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.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers

will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, schools within the STAR MAT will continue to keep their single central record (SCR) up to date as outlined in paragraphs 164 to 171 in KCSIE. From January 2021 all schools are requiring staff to complete an annual Disclosure and Barring Self Declaration Form.

Schools should ensure there is a record of which staff are onsite daily either on the SCR or separately.

Online safety in schools and colleges

Schools within the STAR MAT will continue to provide a safe environment, including online. This includes the use of an online filtering system.

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

Children and online safety away from school and college

Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online.

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.

Online teaching should follow the same principles as set out in the school code of conduct.

Schools within the STAR MAT will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Support on delivering online remote education safely is available from:

- safe remote learning, published by SWGfL
- online safety and safeguarding, published by LGfL, which covers safe remote learning
- the National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely

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- safeguarding and remote education during coronavirus (COVID-19)
- annex C of keeping children safe in education

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

- No 1:1s, groups only
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- The live class should be recorded so that if any issues were to arise, the video can be

reviewed.

- 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 network manager / provider to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

To support virtual lessons STARMAT schools only use Google Meet Platform and have adopted the following Acceptable User Agreement which parents are required to sign before a child is able to engage in live online learning opportunities or meetings.

Supporting children not in school

The STAR MAT is committed to ensuring the safety and wellbeing of all its Children and Young people.

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

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

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Schools within the STAR MAT and their DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

Schools within the STAR MAT will share safeguarding messages on its website.

The STAR MAT recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils/students and their parents/carers. Teachers at schools within the STAR MAT need to be aware of this in setting expectations of pupils'/student's work where they are at home.

Supporting children in school

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

Schools within the STAR MAT will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

The STAR MAT 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.

Schools within the STAR MAT will ensure that where they care for children of critical workers and vulnerable children on site, they ensure appropriate support is in place for them. This will be bespoke to each child and recorded.

If pupils/students are attending other schools, it is important to ensure that all appropriate information, including child protection and medical information, is shared with the 'senior designated leader' to ensure their safety and wellbeing. Ensure that this information is held securely by the other school.

Peer on Peer Abuse

Schools within the STAR MAT recognise that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a 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 the Child Protection Policy.

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.

Concerns and actions must be recorded and appropriate referrals made.