



PROSPECT HOUSE
SCHOOL

*ADDITIONAL ARRANGEMENTS FOR
SAFEGUARING AND CHILD PROTECTION
AT PROSPECT HOUSE SCHOOL*

*AS A RESULT OF SCHOOL CLOSURE, PARTIAL SCHOOL OPENING
AND ONLINE TEACHING DURING THE COVID-19 PANDEMIC*

1. Context

From 20 March 2020 parents were asked to keep their children at home, and schools would only remain open for vulnerable children and for the children of specified key workers critical to the COVID-19 response. On 1 June 2020 the school was allowed to partially reopen for specific year groups. In September 2020 the school reopened fully for all year groups.

This addendum to the Safeguarding and Child Protection policy contains details of individual safeguarding arrangements to be followed in the event of any future school closures or partial closures.

Key contacts

Role name	Contact number	Email
Designated Safeguarding Lead Deborah Lane	07951678129	deborah.lanel@prospecths.org.uk
Deputy Designated Safeguarding Lead Mrs Sarah Belshaw	07769350981	sarah.belshaw@apps.prospecths.org.uk
Headteacher Mr Michael Hodge	07866 123 861	mk.hodge@prospecths.org.uk
Dukes Education Compliance Ms Lisa Maynard	07423 431 588	lisa.maynard@dukeseducation.com
Chair of Governors Mr Aatif Hassan	07956 665 988	aatif.hassan@dukeseducation.com
Safeguarding Governor Ms Libby Nicholas	07791 953 552	libby.nicholas@dukeseducation.com

Vulnerable children

Vulnerable children include those who have a social worker and those children with education, health and care (EHC) plans. Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents to decide whether they need to continue to be in school 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 with EHC plans can safely remain at home.

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.

The school 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 Deborah Lane.

There is an expectation that vulnerable children who have a social worker will attend school, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to school, and their child is considered vulnerable, the social worker and the school will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID-19, the school or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

The school will encourage our vulnerable children to attend school, including remotely if needed.

Attendance monitoring

The school and social workers will agree with parents/carers whether children in need should be attending school.

The school will then follow up on any pupil that they were expecting to attend who does not.

To support the above, the school will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers, as appropriate.

In all circumstances where a vulnerable child does not attend school, or gives notice that they intend to leave, the school will notify their social worker.

Designated Safeguarding Lead

Prospect House School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is Ms Deborah Lane

The Deputy Designated Safeguarding Lead is: Mrs Sarah Belshaw

The school always aims to have a trained DSL (or deputy) available on site at all times when the school is in operation. If the school site is closed and all learning is remote, a trained DSL (or deputy) will be available to be contacted via phone or online video.

When neither a trained DSL or a deputy is able to be on site (e.g., in the case of illness), a senior leader will assume responsibility for coordinating safeguarding on site.

This might include updating and managing access to the child protection online management system, CPOMS, and if possible liaising with the offsite DSL (or deputy) 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.

It is important that all staff and volunteers have access to a trained DSL (or deputy). Staff on site will be made aware of who that person is and how to speak to them.

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 Safeguarding Policy; this includes making a report on the school safeguarding concerns form, which can be done remotely, and will be sent to the DSL as an email notification.

In the unlikely event that a member of staff cannot access the form from home, they should email the Designated Safeguarding Lead, the Head and the Chair of Governors. This will ensure that the concern is received.

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

Where staff are concerned about an adult working with children in the school, they should report their concerns as outlined in the school's Safeguarding Policy, reporting any concerns directly to the Headteacher.

Concerns around the Headteacher should be directed to the Chair of Governors, without first informing the headteacher.

Safeguarding training and induction

Face to face DSL training is very unlikely to take place whilst there remains a threat of the COVID-19 virus.

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. An educare module can be completed as interim training, and staff should contact Lisa Maynard for this to be added to individual staff member accounts.

All existing school staff have had safeguarding training and have read the school's own Safeguarding Policy and Part 1 of Keeping Children Safe in Education (2020), including Annex A if they work directly with children. The DSL will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff or volunteers are recruited, they will continue to be provided with safeguarding induction as outlined in the school's Safeguarding Policy and will complete the Educare Module relevant to their role.

For movement within the Dukes Education, schools should seek assurance from the previous school that the member of staff has received appropriate safeguarding training.

Upon arrival, new staff will be given a copy of the school's Safeguarding 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 not be allowed to enter the children's workforce or gain access to children. When recruiting new staff, the school will continue to follow safer recruitment processes, as set out in the school's own Recruitment Policy which follows the statutory guidance in Part 3 of Keeping Children Safe in Education (2020) (KCSIE) as a minimum.

Depending on the circumstances prevailing at the time, interviews may need to be conducted online.

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, whereby original documents may be viewed online or scanned instead of being seen; however, the originals of all documents viewed this way should be presented to the school as soon as the person is able to attend the school in person.

Online safety in school

Prospect House School will continue to provide a safe environment, including online. This includes the use of an online filtering system. The school's Digital Policy, including acceptable use agreements, continues to apply at all times.

Children and online safety away from school

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 reported immediately to the DSL (or deputy DSL) following the school's Safeguarding Policy. Where appropriate, referrals will be made by the DSL to children's social care and, as required, the police.

Online teaching should follow the same principles as set out in the staff code of conduct, which can be found within the Safeguarding Policy.

Any email correspondence with a child must only take place through the use of school email addresses and must be ccd into the parent and the deputy head. Such communications must be kept to a minimum.

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

Points to consider when delivering virtual lessons, especially when 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; and the background should be blurred where possible.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Staff must be mindful that children's responses may be heard by the parents of other children so due consideration, particularly for children who struggle academically, should be made
- 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 Google Classroom or Zoom to communicate with pupils

Supporting children

Prospect House School is committed to ensuring the safety and wellbeing of all its children at all times.

When not in school: Where the DSL has identified a child to be on the edge of social care support, or normally receiving pastoral-type support in school, they should ensure that a robust communication plan is in place for that child. Details of this plan must be recorded, as should a record of any contact made.

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

The school and its 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.

School is one of the protective factors for children, and the current circumstances can affect the mental health of pupils and their parents/carers. Teachers need to be aware of this when setting expectations of pupils' work when they are at home.

When in school: The school 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 ratios are appropriate, to maximise safety.

The school will refer to the government guidance for education and childcare settings on how to implement social distancing and will continue to follow the advice from Public Health England on handwashing and any other measures to limit the risk of spread of COVID-19.

The school will ensure that when the children of critical workers and vulnerable children are on site, appropriate pastoral support is in place for them. This will be bespoke to each child and recorded.

If the school has concerns about the impact of staff absence – such as the Designated Safeguarding Lead or first aiders, this will be discussed immediately with the Chair of Governors.

Peer on Peer Abuse

Pupils are also expected to abide by the school's Digital Usage Policy, which includes the acceptable use of technology.

The school recognises that during any closure a revised process may be required for managing a report of such abuse and the necessary support for any victims and alleged perpetrators.

Where the school receives a report of peer on peer abuse, they will follow the principles as set out in the school's Anti-bullying Policy and Safeguarding Policy.

The school will listen and work with children, along with their parents/carers and any multi-agency partner required to ensure the safety and security of all children involved.

Concerns and actions will be recorded and referrals made if appropriate.

Risk Assessment

The school further reviewed its COVID19 risk assessment for the reopening of the site in September 2020. This aims to identify the measures needed to reduce the risks from coronavirus so far as is reasonably practicable, and make the school COVID-19-secure.

The risk assessment is published on the school's website. It is reviewed regularly and reflects the latest government guidance.

Government guidance states that:

Sharing your risk assessment

Schools should share the results of their risk assessment with their workforce. If possible, they should consider publishing it on their website to provide transparency of approach to parents, carers and pupils (HSE would expect all employers with over 50 staff to do so.)

Support from Dukes Education

Dukes Education Compliance Director and Chairman will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction.

Dukes Education will also provide regular group and individual supervision sessions. This may take the form of an online meeting.