



## CHILD PROTECTION ADDENDUM COVID-19

**Approved by:** [Governing Body] **Date:** [Date]

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## Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Marcia Abrams	0203-5385530 07792576776 marciaabrams@elmhousetraining.org.uk
Local authority designated officer (LADO)	Andrew Zachariades	on <b>020 7926 4679</b> or <b>07720 828 700</b> or email <a href="mailto:LADO@lambeth.gov.uk">LADO@lambeth.gov.uk</a> (secure).
Link governor	Navlet Williamson	<a href="mailto:safeguarding@elmhousetraining.co.uk">safeguarding@elmhousetraining.co.uk</a>

## 1. Scope and definitions

This addendum applies during the period of phased return following centre closure due to COVID-19. It reflects updated advice from our and local authority (LA) [LAMBETH].

It sets out changes to our normal learner 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 learner child protection policy continues to apply.

The Department for Education's definition of 'vulnerable Learner' includes those who:

- Are assessed as being in need, including Learner:
  - With a learner protection plan or a learner whose children are on a child protection plan
  - A learner in need
  - A learner who was Looked after by the local authority
- Have an education, health and care (EHC) plan or have a child on an EHC
- Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:
  - On the edge of receiving support from Learner's social care services
  - Adopted
  - At risk of becoming NEET ('not in employment, education or training')
  - Living in temporary accommodation
  - Young carers
  - Considered vulnerable at the provider and LA's discretion

## 2. Core safeguarding principles

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

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of learner must come first
- If anyone has a safeguarding concern about any learner, they should continue to act on it immediately
- A designated safeguarding lead (DSL) or deputy should always be available (see section 4 for details of our arrangements)
- It is essential that unsuitable people do not enter the centre workforce or gain access to learners
- Learners 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 learner immediately. It is still vitally important to do this, both for learners currently on programme and completed. As a reminder, all staff should continue to work with and support learners, social workers, where they have one, to help protect vulnerable learners.

### 4. DSL (and deputy) arrangements

We always aim to have a trained DSL or deputy DSL available. Details of all-important contacts are listed in the 'Important contacts' section at the start of this addendum.

We will keep all centre staff and volunteers informed by [email/] as to who will be the DSL (or deputy) on any given day, and how to contact them.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable learners are on programme.

On occasions where there is no DSL or deputy, a senior leader will take responsibility for co-ordinating safeguarding. This will be [Zebina Campbell]. You can contact by: [safeguarding@elmhousetraining.co.uk].

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 learners in centre
- Update and manage access to learner protection files, where necessary
- Liaise with learners' social workers where they need access to learners in need and/or to carry out statutory assessments
- To update all actions via management platform Monday and on learner's online portfolio on the secure area

### 5. Working with other agencies

We will continue to work with learners social care and with virtual centre heads for previously identified vulnerable learners.

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

The local authority about learners with education, health and care (EHC) plans, the local authority designated officer and learner's social care, reporting mechanisms, referral thresholds

The following guidance is currently in place:

## 6. Monitoring attendance

We will resume taking our attendance register. We will also continue to submit the Department for Education's attendance form.

Where we have any vulnerable learners on programme, we expect to attend support sessions if they stop attending, we will:

- Follow up on their absence with their parents or carers, by
- Notify their social worker, where they have one

We will plan 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 learners currently on programme 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 learner 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

If we have contact plans for learners with a social worker, and other learners who we have safeguarding concerns about, for circumstances where:

- They will not be attending centre (for example where the centre, parent/carer, and social worker, if relevant, have decided together that this would not be in the learner's best interests); or
- They would usually attend but have to self-isolate

Each learner has an individual plan, which sets out

How often the centre 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, doorstep visits, or a combination of both

We have agreed these plans with learner's social care where relevant, and will review them  
If we cannot make contact, we will [contact learner's social care or the police].

## **10. Safeguarding all learner's**

Staff and volunteers are aware that this difficult time potentially puts all learners at greater risk. Staff and volunteers will continue to be alert to any signs of abuse, or effects on learner's mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

### **10.1 Learner returning to centre**

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

The DSL (and deputy) will be given more time to support staff and Learner regarding new concerns (and referrals as appropriate) as more Learner return to centre.

Staff and volunteers will be alert to any new safeguarding concerns as they see Learner in person.

### **10.2 Learner at home**

The centre will maintain contact with Learner who are not yet returning to centre. Staff will try to speak directly to Learner at home to help identify any concerns. They will use centre device called {Whereby} to make all contact call and record the meeting.

Staff and volunteers will look out for signs like:

- Not completing assigned work or logging on to centre systems
- No contact from Learner or families
- Seeming more withdrawn during any class check-ins or video calls

## **11. Online safety**

### **11.1 In centre**

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

If IT staff are unavailable, our contingency plan is [to shut down access to all platforms with a message informing learner that access will be back within 72hours].

### **11.2 Outside centre**

Where staff are interacting with Learner online, they will continue to follow our existing staff behaviour policy/code of conduct/IT acceptable use policy].

[All lessons and contact online must be via Elmhouse Training Platform staff are not allowed to use any other platforms when contacting and speaking to learner all contact online must be recorded and saved].

Staff will continue to be alert to signs that a learner 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 Learner know how to report any concerns they have back to our centre, and signpost them to other sources of support too.

## **12. Mental health**

### **12.1 Learner returning to centre**

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

[Learners can have access to the centre counsellor or staff can give learners a break in learning or signpost learners to support available in their borough].

### **12.2 Learner at home**

Where possible, we will continue to offer our current support for learner mental health for all Learner's. [e.g. offering counselling over the phone instead of face-to-face.]

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

When setting expectations for Learner learning remotely and not attending centre, teachers will bear in mind the potential impact of the current situation on both Learner's and adults' mental health.

## **13. Staff recruitment**

### **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 centre are safe to work with Learner.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Learner Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the [DBS](#). New staff must still present the original documents when they first attend work at our centre.

Similarly, temporary measures allow right to work checks to be carried out by verifying scanned documents on a video call. If we need to take this approach, we will follow [Home Office and Immigration Enforcement guidance](#).

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 167-172 of Keeping Learner Safe in Education.

## **13. Safeguarding induction and training**

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

### **13.1 New and 'on loan' staff induction**

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our Learner protection policy (and this addendum)
- Keeping Learner Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our learner protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

### **13.2 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.

## **14. Keeping records of who is 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 centre each day, including staff 'on loan'
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

## **15. Monitoring arrangements**

This policy will be reviewed as guidance from the, the LA or Department for Education is updated, and as a minimum [ every 3-4 weeks] by [Marcia Abrams/Centre Manager]. At every review, it will be approved by the full governing board.

## 16. Links with other policies

This policy links to the following policies and procedures:

- Learner protection policy
- Staff [behaviour policy/code of conduct]
- IT acceptable use policy
- Health and safety policy
- Online safety policy