

Addendum to Safeguarding Policy (Coronavirus)

Executive Owner: SOPHIE LAING

Author: SOPHIE LAING

Date of Issue in: 08/01/2021

Date of Approval:

Date of Review:

Document Control

Version	Date issued	Author	Update information
1	17.04.2021	S.Laing	
2	07.01.2021	S.Laing	Page 2 – Added Mark Hall
			Page 4 – Date change to January 2021
			Page 5 – CPOMS added for Mark Hall - Food Parcels - Learning Provision update
			Page 6 – Whole School and Staff Risk Assessments
			Page 7 – Attendance / BMAT staff own children in school - Vulnerable Calling
			Page 8 and 9 – Lateral Flow Rapid Covid Testing – Employing Covid Testers
			Page 11 - Appendix A Essex Academies - Protocol for safeguarding during forced school closure.
			Page 12 - Appendix B – Newham Academies - Protocol for safeguarding during forced school closure.
			Page 13 - Appendix C – Online Teams Teaching
			Page 15 - Appendix D – Vulnerable Calling Protocol

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**Schools,
 teachers and
 pupils freed
 to succeed.**
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Context

BMAT Academy's Safeguarding policy and appendices are available on our Academy websites under Key Information. All staff have read this policy and parents have been informed via standard communication for each Academy. Furthermore, all staff and governors have read Part 1 of Keeping Children Safe in Education (KCSIE) and have received continued safeguarding training.

This addendum provides guidance on our safeguarding arrangements in light of our new operating practices, as a response to the Corona Virus and resulting government guidelines. This addendum should be read by all staff.

We will continue to update this policy throughout the weeks and months ahead to ensure it reflects latest guidance from Government, Newham MASH, Essex Safeguarding Children Board and BMAT Education.

BMA	Burnt Mill Academy
CS	Cooks Spinney Primary Academy and Nursery
ESJ	Epping St John's
FHS	Forest Hall School
FW	Freshwaters Primary Academy and Nursery
LP	Little Parndon Primary Academy
MC	Magna Carta Primary Academy
MHA	Mark Hall Academy
RDA	Royal Docks Academy
RY	Roydon Primary Academy
SFG	Sir Frederick Gibberd
STEM	BMAT STEM

Each BMAT school is legally defined as an Academy, regardless of whether the term 'school' is used to describe it in the policy.

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Introduction

All staff are required to familiarise themselves with this new guidance and subsequent updates as a mandatory part of their training.

Updates are as follows:

- This updated addendum considers any current advice received from our safeguarding partners or the government.

Temporary change of premises/provision

- As from Tuesday 5th January 2021, any BMAT pupils who are children of key workers, or pupils classed as vulnerable, whose parents cannot look after them at home, attend a BMAT reduced provision service, at one of the 12 Academies.
- Where numbers of key worker children are low, provision may move to be joined up with another BMAT Academy. Secondary Academies may amalgamate with another Secondary Academy. Primary Academies may amalgamate with other Primary Academies. Magna Carta Primary Academy is the only exception to this rule, as it is in Stansted at a considerable distance from the other four Primaries. In the event of reduced numbers, Magna Carta Primary key worker provision, will be housed at Forest Hall School. Forest Hall Secondary School will provide the pupils and familiar Magna Carta staff, a space in their school library, which is a comfortable and well-resourced space.
- If transport is an issue for some of our vulnerable pupils, where possible and appropriate, transport will be provided.
- Food will be provided for all key worker children, who attend the provision, regardless of site.

- FSM vouchers / food parcels will be delivered/mailed to vulnerable families.
- Risk assessments are taken to ensure sufficient measures are in place to safeguard all of these key worker children. The risk assessment considers the following risks: physical, learning, change in routines and staffing.

Communication and logging of pupil concerns for keyworker duty staff on site.

- Headteachers and SLT are on rota, with a daily presence on each site. Log on to Safeguard (CPOMS – Mark Hall) in the usual way to log the concern, always tagging the DSL team. Please also alert via email **and in person**, the Head or SLT member on site that day (this may not be your Head, or SLT if on another BMAT Academy site) and before the pupil leaves site for the day.
- For all other members of staff, not on site, who become aware of information that is concerning regarding the safety of any BMAT pupil, please follow the guidance for **Essex on Appendix A** and **Newham on Appendix B**, which all staff have been issued, before closure by their Academy DSL.

Physical

- There are accessible toilets for all in the 12 BMAT Academies.
- The reduced number of key worker children have large enough space in each Academy to meet social distancing measures.
- Outside space is secure.

Learning

- Staff have prepared learning and take sufficient resources to the keyworker provision site, to ensure high quality provision for the pupils who attend.
- Teaching staff will continue to prepare high quality resources and learning opportunities, for pupils who are not attending the keyworker provision.
- Teams will be used for online teaching, connecting the pupils accessing onsite learning, with those who are working from home.

Change in routines

- All medicines will be taken to the Academy, the keyworker pupils attend, if there is a change of Academy venue, the medicines will be transferred.
- Fire evacuation procedures are explained and practiced – assembly points made clear.
- Pupils have a staggered lunch time, if a large number are on site, to meet social distancing guidelines, where needed. This will apply as long as necessary.

Staffing

- Academies have details of staffing via rotas designed by the Head of each Academy.
- Where Academies have been condensed to fewer sites, a Single Central Record is kept on a separate tab for those additional Trust members in the Academy.

Staff and School Risk Assessments

- Each staff member will complete and sign an individual risk assessment, either general, vulnerable, or clinically extremely vulnerable staff.
- Staff will also be provided with the whole school opening risk assessment, which is regularly updated and present on the Academy websites.

Children

- Academies should have key contact information of all the children who could attend the key worker provision. This is in case of emergency; if a child falls ill.
- In the event of a child falling ill, The Academies have allocated areas to isolate the child while their parents are contacted to collect them.

Designated Safeguarding Leads (DSLs)

- The new guidance states it is an optimal scenario for any school providing care for children to have a trained DSL or deputy available on site. A level three trained member of staff should always be on site, this does not always have to be a member of the core safeguarding team. However, core safeguarding officers working from home are available as normal via Safeguard / CPOMS online, email or telephone.
- The Academy DSL and deputies will ensure the BMAT Safeguarding policy is followed and that children and staff are safe during hours of on-site key worker provision.
- The DSL and deputies will ensure a telephone call is made to vulnerable children at home, at least twice per week. These are children who may have additional needs who benefit from knowing that their school has not forgotten them. They may also contact other children who are at home, for the same reasons. When this is carried out from the member of staff's own device, the caller ID is hidden. The Acceptable Use policy is applicable here.

DSL and Deputy Training

- Whilst the new guidance states that 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. All BMAT DSL's and their deputies are currently up to date with their training.

Vulnerable Children

- Ensuring that vulnerable children remain protected is a top priority for the government. Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHCPs, read more in the [guidance on vulnerable children and young people](#) for further information.
- Children who fall into this category have been offered a 'safe place' on-site provision at a BMAT Academy and we will continue to do this during the pandemic. This means that the number of vulnerable children accessing this provision will increase and decrease in line with demand. We will continue to review and adapt safeguarding arrangements in line with this demand.

Attendance

- Schools currently do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. However, the attendance of online lessons, key worker / vulnerable provision and engagement with home learning packs will be monitored weekly by the safeguarding and wider senior teams in each of the Academies. Where we have agreed a vulnerable child should attend school, and they do not, we will follow this up accordingly to establish why the child didn't attend and assure their safety.
- The Department for Education has introduced a [daily online attendance form](#) to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the department on the number of children taking up places.
- BMAT staff who are on the rota for keyworker provision, may not bring their own children with them. This is to reduce the mixing of households during a time where Essex and London are reporting critical levels of infection.

EWO/Social Care involvement

- Calls to the most vulnerable families will be made at least twice weekly. The DSL/Deputy must make every effort to speak to the child, as well as the parent/carer. If no weekly contact has been made with a vulnerable child, the BMAT EWO team will be alerted and where possible a home visit will be carried out. If there are ongoing concerns regarding contact and the wellbeing of a vulnerable child, a social care referral will be made by a member of the safeguarding team.

Vulnerable Calling

- DSLs and Headteachers will arrange calls to the most vulnerable children on role in their Academies, who are not accessing the key worker provision, as part of their ongoing monitoring. Full details on the **vulnerable calling** and wider pupil contact protocol can be found in **Appendix D**

Staff Training and Safeguarding Induction

- All existing BMAT staff will already have had safeguarding training and have read Part 1 of KCSIE. The important thing for these staff will be awareness of any new local arrangements so they know what to do if they are worried about a child. This is why reading this Safeguarding Policy addendum is a mandatory part of your training.
- Where new staff are recruited, or new volunteers enter the school they will continue to be provided with a safeguarding induction via video conference. Reading this addendum will form part of that induction. **At the moment, this is not applicable and no new volunteers should be accepted into any BMAT Academy at this time.**

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. If we recruit new staff, they will continue to follow the relevant safer recruitment processes for BMAT Education, including, as appropriate, relevant sections in Part 3 of 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.

- Schools must continue to follow their 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.
- Schools should 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. All referrals received by the TRA will continue to be considered. Where referrals on serious safeguarding matters are received and it is deemed that there is a public interest in doing so, consideration will be given as to whether an interim prohibition order (IPO) should be put in place. The TRA will continue to progress all cases but will not schedule any hearings at the current time.
- We will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE. While our pupils attend alternative BMAT school sites, leaders there will ensure their SCR is updated to reflect the additional BMAT adults on site.

Lateral Flow - Rapid Covid testing

- Every secondary school and college in England, as well as special schools and alternative provision, will have access to rapid coronavirus testing from January to help keep staff and students as safe as possible and in education.
- From the beginning of January, schools and colleges will be provided with testing kits including personal protective equipment (PPE). They will be provided with comprehensive guidance and training materials and support to introduce a testing programme that works for staff, students and pupils

DBS and Risk Assessments for Covid Testers

- To facilitate this lateral flow rapid testing programme, a number of testers will need to be employed. Safer recruitment processes must be followed for these appointments.
- The roll out of this programme is deemed as urgent, which may not allow time for all temporary staff to receive a clear DBS before they start. Where possible, only BMAT staff, or candidates who have a current DBS on the update service will be employed. Where this is not possible, a risk assessment will be put in place, an orange non-DBS lanyard will be worn and they will never be alone with a pupil whilst on site.

Schools minister Nick Gibb said the tests will be administered by volunteers and agency staff, rather than teachers.

'Volunteers carrying out rapid Covid-19 tests in schools in January will not need a Disclosure and Barring Service (DBS) check because they will be "supervised" by staff, Mr Gibb'

- All lateral flow team leaders, will be appointed from existing BMAT Academy staff, will have an enhanced DBS and will be aware of and supervise individuals, who are present on a risk assessment.

Mental Health

- Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of both children and adults. We all need to consider this in our on-line interactions with our pupils and parents, continually checking they are safe, and on their mental health and emotional wellbeing.
- We should also be open to the fact that a number of our pupils and/or parents may become ill during this period, therefore, any communication must be carried out sensitively. We are clear with parents that we set learning for children, however, they are not expected to complete it all and we will not set deadlines.
- Where we have vulnerable children and children of key workers on site, we will continue to do this with them. Additional guidance on this can be found here: [mental health and behaviour in schools](#).
- We also acknowledge that this is a particularly stressful and worrying time for school staff who are concerned about their own wellbeing and that of their families.
- If you are finding this quite a challenging time and you need any support please contact your line manager. Alternatively, there is The Trust's Employee Assistance Programme (EAP), which provides a free and confidential counselling and advice service that is available to all employees and members of your immediate family.
- The Employee Assistance Helpline can be contacted 24 hours a day, 7 days a week. The free phone number (0800 328 1437) will enable anyone who wants advice to contact a fully qualified and professional counsellor or another specialist advisor.
- Alternatively, a service can also be accessed online via the website (www.employeeassistance.org.uk), using the access code "Burntmill". This online forum provides links to a variety of additional useful sources of practical help and advice and provides an alternative way of accessing the service.

Online at a BMAT Academy

- The expectations of a safe environment that is conducive to learning are placed on our physical building as well as on-line. We will continue to ensure that appropriate filters and monitoring systems are in place to protect pupils when they are online on the school's IT systems or recommended resources.

Children and Online Safety away from School

- The Department for Education is providing separate guidance on providing education remotely. It will set out 4 key areas that leaders should consider as part of any remote learning strategy. This includes the use of technology. Recently published [guidance from the UK Safer Internet Centre on safe remote learning](#) and from the [London Grid for Learning on the use of videos and livestreaming](#) could help plan online lessons and/or activities and plan them safely.
- Resources are regularly added to BMAT Academies home learning pages on the school website.
- Teachers and Co-educators are also using the school's online platforms, such as Class Dojo/Tapestry/Show my Homework accounts, to upload resources, message pupils and parents and respond to pupils' work and parents' queries. The same procedures and protocols are in place for remote learning as they are when pupils are in school.

- This includes acceptable use of technologies, staff/pupil relationships and communication including the use of social media.
- We will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.
- An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. In any discussions you have with our pupils you should check on their welfare both physically and within the on-line environment and, if issues arise, report these in line with this addendum.

Further guidance and support can be found at:

[Childline](#) - for support

[UK Safer Internet Centre](#) - to report and remove harmful online content

[CEOP](#) - for advice on making a report about online abuse

- If staff speak with parents or carers then these communications should be used to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school their child is going to be interacting with online.
- Parents and carers may choose to supplement the school's online offer with support from online companies and in some cases individual tutors. In your communications with parents and carers, you should emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

Support for parents and carers to keep their children safe online includes:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and careers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers

Staff communication with pupils online.

For staff guidance on the use of Teams, to communicate with pupils please **see Appendix C**

Appendix A

Essex Academies - Protocol for safeguarding during forced school closure.

Another period of isolation and uncertainty for our families will be a difficult and challenging time. Within these families, there are a high number of very vulnerable pupils. During this time, those pupils are at even higher risk of harm; physically, emotionally or on-line. It is still our duty of care, to safeguard them all, as best as we can.

If you become aware that one of our pupils is at risk (**including in Teams lessons**), you must act. If you see or hear, by any form of communication or contact, something that is a concern, you must follow this Trust protocol.

If you are a staff member (ALL and ANY adults employed by the Trust)

Between 8am and 5pm weekdays

- Log on to safeguard from home (do not allow your device to 'save/remember' the password)
(Please ensure your GDPR compliance, by not sharing this screen with family members and logging off straight afterwards. Do not download any documents from safeguard to any of your devices, school or personal)
- Make your referral in as much detail as possible
- Tag every one of the DSL team in your Academy

Out of hours concerns between 5pm and 8am weekdays

- Call the Emergency Duty Service (Immediate Out of Hours Response) No: 0345 606 1212
- Essex Police (999 or 112)
(Mon - Thurs 5.00pm – 8.45am, Fri 4.30pm – Mon 8.45am Inc. Bank holidays)

If staff feel that a pupil is at **risk of significant harm**, then they **MUST** first make a verbal referral to Social Care - **0345 603 7627** and ask for the **CHILDREN & FAMILIES HUB PRIORITY LINE**. Staff can make this referral to Social Care anonymously.

- Follow up the call to Social Care, with a referral on safeguard, including that a referral to Social Care has been made.

If you want to discuss the referral you plan to make before submitting it, telephone **0345 603 7627** and ask for the **CHILDREN & FAMILIES HUB PRIORITY LINE**.

If staff are unable to log onto Safeguard.

Any concerns must be reported to Social Care - **0345 603 7627** and ask for the **CHILDREN & FAMILIES HUB PRIORITY LINE**. Make your DSL team aware of your referral via email.

If you are a DSL

- You must keep your emails open and check them throughout the day.
- Make immediate contact with the member of staff, via email to confirm that the referral has been read.
- DSL teams to arrange daily cover across their teams, keeping each other informed if they are unwell and unable to monitor safeguard on their assigned day.

Appendix B

Newham protocol for safeguarding during forced school closure.

Another period of isolation and uncertainty for our families will be a difficult and challenging time. Within these families, there are a high number of very vulnerable pupils. During this time, those pupils are at even higher risk of harm; physically, emotionally or on-line. It is still our duty of care, to safeguard them all, as best as we can.

If you become aware that one of our pupils is at risk (**including in Teams lessons**), you must act. If you see or hear, by any form of communication or contact, something that is a concern, you must follow this Trust protocol.

If you are a staff member (ALL and ANY adults employed by the Trust)

Between 8am and 5pm weekdays

- Log on to safeguard from home (do not allow your device to 'save/remember' the password)
(Please ensure your GDPR compliance, by not sharing this screen with family members and logging off straight afterwards. Do not download any documents from safeguard to any of your devices, school or personal)
- Make your referral in as much detail as possible
- Tag every one of the DSL team in your Academy

Out of hours concerns between 5pm and 8am weekdays

- Call the Emergency Duty Service (Immediate Out of Hours Response) No: 0208 430 2000
- Essex / Newham Police (999 or 112)
(Mon - Thurs 5.00pm – 8.45am, Fri 4.30pm – Mon 8.45am Inc. Bank holidays)

If staff feel that a pupil is at **risk of significant harm**, then they **MUST** first make a verbal referral to Newham Childrens Services – **0203 373 4600** and ask for the **NEWHAM MASH**. Staff can make this referral to Newham Childrens services anonymously.

- Follow up the call to Newham Childrens Services, with a referral on safeguard, including that a referral to Newham Social Care has been made.

If you want to discuss the referral you plan to make before submitting it, telephone **0203 373 4600** and ask for the **NEWHAM MASH**

If staff are unable to log onto Safeguard.

Any concerns must be reported to Social Care - **0203 373 4600** and ask for the **NEWHAM CHILDRENS SERVICES**. Make your DSL team aware of your referral via email.

If you are a DSL

- You must keep your emails open and check them throughout the day.
- Make immediate contact with the member of staff, via email to confirm that the referral has been read.
- DSL teams to arrange daily cover across their teams, keeping each other informed if they are unwell and unable to monitor safeguard on their assigned day.

Appendix C

Protocols for using Teams with Students

The use of Teams with students carries safeguarding, GDPR and professional conduct risks. Please ensure you follow the protocols and policies below when working online.

Live lessons

1. Teachers and students should have their video **on** and be dressed appropriately.
2. Student microphones are set to 'mute' by default. The teacher can decide when students should unmute themselves.
3. Behaviour expectations are the same as if lessons were happening in school.
4. Students can use chat to message the teacher and to message each other. All Teams chat is stored within the software and can be recalled by IT, if necessary.
5. All chat messages should reflect the formal teacher-to-student standard of conversation (eg no text message abbreviations or use of slang).
6. At the end of a lesson, the teacher must be sure to select 'End Meeting', to prevent students from staying in the group without supervision.
7. All behaviour and pastoral issues should be reported using the usual school management process.

Attendance Registers

8. Teachers should download the attendance list from the 'Participants' view, during each lesson. This cannot be done once the lesson is finished.
9. The list appears in your downloads as an Excel file. This must be renamed appropriately and sent to the school's nominated person(s) for entry into SIMS.

Use of Teams with students outside lessons

10. All calls and messages must follow standard safeguarding protocols for contacting and meeting with students.
11. Students are able to chat to each other outside lessons, as is the case with email. Chat messages are stored in the software. Requests for copies of chat messages can be made to IT, if required.

Appropriate background, position and framing

Background

- If running a lesson from home, you must either blur your background, or ensure you remove anything from view that breaches the safeguarding or data protection policies, or the staff code of conduct.

Examples might be:

- Music posters with adult references, expletives or other content unsuited to working directly with children.

- Photographs, names, addresses or other personal information related to you or a third party (eg family photos, a view through a window that reveals where you live).
- Alcohol and tobacco products.
- Make sure you have the light source (eg window) in front or to the side of you. A light source from behind will throw your face into shadow.

Position

- Ensure you are located where other people cannot be seen in your call and will not walk through the video or interrupt the call with background noise.
- Ensure you are supported and comfortable in your sitting position.

Framing

- Before you join a video call in Teams, toggle the video button to preview how students will see you inside the 'frame' of the video. The best position for ensuring you can be seen clearly is when:
 - Your head and shoulders fit just inside the edges of the frame
 - Your eyes are positioned just above the centre line of the frame
 - Your camera is fixed so that you are looking directly into it.
- This is a good example: <https://effectivehomeoffice.com/webcam-position/>

Live lesson participant security.

- Teachers and students joining the correct class in Teams will never need to be 'admitted' into a live lesson or onto a class list, nor will they ever need a guest account to gain access.
- Anyone requesting access to join a lesson, or waiting 'outside' to be admitted, is highly likely to be an imposter and should always be denied access. This is the case **even if their displayed name looks correct**.
- For clear safeguarding and security reasons **all students and staff must only ever use their school (ie BMAT) account when using our systems**. This is also stated in the acceptable use policy for both staff and students.

Please ensure you only allow genuine accounts to be added to your class and to join your live lessons. If in doubt, do not admit the person and, if you have doubts about anyone who is in the lesson, please remove that person immediately. This is critical for maintaining safeguarding and security for all of us.

Teams help and support

For training and guidance on using Teams, please see the [Work from Home](#) link on the trust and school websites, or contact datahelp@bmatrust.org.uk

For any technical issues with Teams, please contact IT.

Appendix D

BMAT protocol for vulnerable calling during forced school closure

Safeguarding Team Meetings.

- Weekly online Teams meetings must still go ahead and be attended by the whole safeguarding team - EWOs invited.
- RASHEN continues to be the most effective way to structure conversations around each individual case
- RASHEN – Relationships, Attendance, School, Home, Emotional State, Next Steps
- Keyworker registers, online Teams teaching registers and work pack engagement must also be monitored by the team, to ensure there are no forgotten pupils.

Risk Assessments

- All vulnerable pupils MUST have a completed Risk Assessment, which is saved onto Safeguard and shared with any social workers involved.

Vulnerable Calling.

- Calls to be made by, DSLs, SGO's, SENCOs and wider safeguarding team (other staff can be included if there is a positive relationship, which would make the contact more beneficial)
- Calls to be made at least twice a week to all vulnerable pupils, who are LAC, CIN, CP, SEN or are an open concern on the monitored list. (more calls can be made if their risk assessment highlights the need)
- During the calls the staff member must speak to the child, as well as the parent/carer.
- Calls focus on positive engagement, home learning progress, signposting and support that could be offered to them and their families.
- The length of call can depend on the individual and confidence to talk. Aim to conclude calls after 15 minutes at most.
- Vulnerable pupils in primary and secondary who engage in their Teams lessons, do not need a call unless there is a concern during those sessions. In this case the teachers should log on to Safeguard (CPOMS - Mark Hall) and raise a concern.

Beyond the vulnerable - contact calling

Pupil engagement with Teams lessons and other online and work pack-based learning must also be tracked via registers. If there are pupils who are not engaging with their learning, calls should be made to these pupils to check in weekly and try and engage them. Home learning packs can be delivered with the support of the EWO team to also encourage engagement.

Escalation

- If there has been no contact made via Teams teaching, dropping off work packs/FSM parcels or the first call of the week, for these pupils, then it is to be escalated to the schools EWO, who will carry out a home visit.

Recording

- All schools should use the EXCEL spreadsheet created in the summer (and attached again to the email with this guidance) to record contact. This allows a quick view of who is engaging and who may need further intervention and home visits.
- The log contains details including the date and time of the call, if it was answered, who was spoken to, any concerns raised and further actions.
- Please also log the engagement of any vulnerable pupils with Teams teaching on this tracker as a record of their contact. If there are concerns regardless of their engagement on Teams and the team feel a weekly call will be beneficial then please do.

Reporting

- Safeguarding team meetings should be recorded in a tracking document and details of individual updates added to Safeguard (CPOMS - Mark Hall).
- Vulnerable calling trackers should be sent to Abbie Cody codya@bmatlittleparndon.org.uk and Nicola Carroll Carrolln@bmatrust.org.uk every Thursday to support contact and follow up.
- Notes from the calls must also be added to the individual pupil accounts on Safeguard (CPOMS - Mark Hall)

Safeguard Authentication Code

New two-step security for DSL/SGOs log in.

Please note - Safeguard login will be changing from 6th January 2021. DSL's and SGO's will have a two-step login. You will be asked to enter your password and then authentication code. The two-step login is more secure. Over the next half-term, you will be logging into safeguard remotely, so this extra security step is needed.

You will need to download the google authenticator app to your phone. Every time you login to safeguard a code will appear in this app for you to enter.