# Safeguarding and Child Protection Arrangements during school closure due to COVID-19.

## Reviewed January 2021

(correct as of 15:00hrs on 05.01.2021)

School Name: Seymour Primary

Date shared with Staff: Monday 11th January 2021

**Context**

From 5ᵗʰ January 2021, parents were asked to keep their children home, wherever possible, due to the increased risk posed by the new variant of the COVID virus. Schools were told to move to remote provision for most pupils but to remain open for those of key worker parents, pupils deemed to be vulnerable and pupils with EHCPs. Specialist Provision and Early Years settings are to remain open.

1. **Key Contacts**

| Role | Name | Contact Number | Email |
|------|------|----------------|-------|
| Designated Safeguarding Lead | Emma Eardley<br><br>Carol Collins | 07714 611224<br><br>07714 611220 | Emma.eardley@seymour-tkat.org<br>Carol.collins@seymour-tkat.org |
| Deputy Designated Safeguarding Lead | Sam Butler<br>Cat McKeever | 07941434149 | Samantha.butler@seymour-tkat.org |
| Headteacher | Emma Eardley<br><br>Carol Collins | 07714 611224<br><br>07714 611220 | Emma.eardley@seymour-tkat.org<br>Carol.collins@seymour-tkat.org |
| Designated teacher for LAC | Sam Butler | 07941434149 | Samantha.butler@seymour-tkat.org |
| TKAT Senior Safeguarding Leads | Sara Walton<br><br>Scott Wilson | 07753 430909<br><br>07719 408400 | Sara.walton@flpa-tkat.org<br>Scott.wilson@dmpa-tkat.org |
| Chair of Governors | Gail Botting | School Office Telephone No 01293 533198 | gail.botting@seymour-tkat.org |
| HR Contact | | 0844 589 2156 | hr@tkat.org |

2. **Vulnerable Children**

The Vulnerable children group includes those who have a social worker and those with Education, Health and Care Plans (EHCP).

Those who have a social worker include children with a Child Protection Plan and those who are Looked After, by the local authority. It also includes those who have been assessed as Child in Need under Section 17 of the Children Act 1989.

Current guidance states that pupils with an EHC Plan will continue to attend school. There will be some pupils who require a risk assessment to be undertaken, in consultation with parents and other professionals. This will help to decide whether it is safer for them to learn remotely from home.

Eligibility for Free School Meals should not be a sole determining factor in assessing vulnerability.

Senior Leaders, including the DSLs know who the most vulnerable children are and are best placed to decide who should be offered a school place, such as those on the edge of receiving social care support. They will also be aware of any parents with care responsibilities (e.g. elderly or vulnerable family members). Consideration will also be needed for those who are Young Carers, at risk of being NEET, living in temporary accommodation and those with mental health needs.

The school will continue to work with and support Children's Services to help protect vulnerable children. This includes social workers and the Virtual School as necessary.

There is an expectation that vulnerable children, who have a social worker, will attend an education setting, as long as they do not have underlying health conditions that would place them at risk. Where a parent does not want their child to attend school, and they are considered vulnerable, the social worker and school will explore this with the parents and the reasons and decisions made will be recorded.

Vulnerable children will be encouraged to attend a school.

### 3. Attendance Monitoring

As vulnerable pupils are expected to attend school full-time, they should not be marked as 'X' if absent (except if shielding, self-isolating or quarantining.)

If the parent of a vulnerable child or a key worker does not wish them to attend school, this should be recorded as a 'C'.

All pupils not expected to be in school should be marked with 'X' as they are following Public Health Advice.

Schools will agree with parents (and social workers where appropriate), which children should be in school. They will then follow up on any who subsequently do not attend.

The school will ensure that it has up-to-date contact details and emergency numbers for these pupils.

If a vulnerable child does not take up their place or fails / ceases to attend, the school will notify their social worker.

### 4. Designated Safeguarding Leads

The optimal scenario is to have a trained DSL (or Deputy) available on site. Where this cannot be achieved, a trained DSL (or Deputy) will be available, to be contacted by phone or online video call – for example when working from home.

Where a trained DSL (or Deputy) is not on site, in addition to the above, a senior leader will assume responsibility for coordinating safeguarding on site. This might include updating and managing access to Safeguarding and Child Protection records and liaising with the off-site DSL and social workers.

It is important that all school staff and volunteers have access to a trained DSL (or Deputy). Each day that the school is open, staff on site will be made aware of who is available that day and how to contact them.

The DSLs will continue to engage with social workers and other key contacts for families and attend all multi-agency meetings, which may be held remotely or by phone.

### 5. Reporting a Concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, including making a written report, in the usual format used by the school.

If the staff member is unable to access their usual method of reporting (e.g. electronic system such as MyConcern, CPOMS), they should contact the Lead DSL to make them aware of the concern, who will then be responsible for making sure it is recorded.

Concerns around a member of staff or the Headteacher should be reported in line with the Safeguarding Policy.

Where a school reports a concern to an outside agency and is not satisfied with the response, they should escalate this using the Local Authority Safeguarding Professional Escalation Process as well as informing either Sara Walton or Scott Wilson.

### 6. Safeguarding Training and Induction

TKAT will continue to provide DSL training remotely on pre-arranged dates and this can be booked through the TSA. Schools should check with their Local Safeguarding Children Partnership for local arrangements.

All existing school staff have had safeguarding training and have read Part 1 and Annex A of KCSiE (2020). The DSL should communicate to all staff, any new local arrangements, so they know what to do if they are worried about a child.

Where new staff or volunteers enter the school, they will continue to receive the usual safeguarding induction.

## 7. 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 the school will continue to follow the relevant safer recruitment processes, including, as appropriate, relevant sections in KCSiE (2020).

Where the school is using volunteers, it will continue to follow the checking and risk assessment process as set out in KCSiE (2020). Under no circumstances, will a volunteer who has not been checked, be left unsupervised or allowed to work in regulated activity.

The school 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.

The Trust will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per KCSiE (2020) and the TRA's teacher misconduct advice for making a referral.

Whilst acknowledging the challenge of the current national situation, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff / volunteers will be in the school and that appropriate checks have been carried out. The school will continue to keep the Single Central Record (SCR) up to date.

## 8. Online Safety in Schools

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

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

Schools should refer to the Remote Learning Policy and Guidance.

## 9. Children and online safety away from school

It is important that all staff who interact with children, including online, continue to look for the signs that a child may be at risk. Any concerns should be dealt with in line with the Safeguarding Policy. Where appropriate referrals should still be made to children's social care and the Police, if necessary.

Online contact should follow the same principles as set out in the Safeguarding Policy and Staff Code of Conduct.

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

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

- No 1:1 sessions, groups only
- Staff and children must wear suitable clothing, as should anyone in the household
- Any computers should be used in shared areas (e.g. not bedrooms) and the background should be blurred

- Any live classes should be recorded so if any issues were to arise, the video can be reviewed
- Live classes should be kept to a reasonable length of time, or the 'streaming may prevent the household from 'getting on with their day'
- Language must be professional and appropriate, including any family members in the background
- Staff must only use school platforms to communicate with pupils and families
- Staff should record the length, time, date and attendance of any sessions held

### 10. Supporting children not in school

The school and TKAT is committed to supporting the safety and wellbeing of all its children and young people.

The school should have identified its vulnerable children (e.g. having a social worker, EHCP or edge of social care support) as well as those who normally receive pastoral support in school. There should be a support or communication plan in place for them. This will include details of the frequency and method of contact as well as which member of staff is responsible for this.

Details of this plan should be recorded in the pupil's safeguarding record as well as all records of contact, both successful and failed, as well as any follow-up actions.

Individual plans should be reviewed regularly (e.g. once a fortnight) and where concerns arise the DSL will consider any referrals as appropriate.

The school will share safeguarding messages with parents through its usual communication routes including website and social media pages.

We recognise that school is a protective factor for children and the current circumstances can affect the mental health of pupils and their parents / carers. Teachers need to be aware of this, in setting expectations of pupil's work when they are at home.

Where care is provided on site, we will ensure that appropriate support is available for pupils. Any concerns for these pupils will be recorded in the usual way.

### 11. Supporting children in school

The school will continue to be a safe space for all children. The headteacher will ensure that the relevant staff are on site and that staff to pupil ratio is appropriate.

The school will follow government advice in regards to social distancing, handwashing and other measures to limit the risk of infection.

The school should monitor the impact of staff absence, particularly in relation to DSLs and First Aiders and take action accordingly.

## 12. Peer on Peer Abuse

During the school closure, a revised process may be required for managing any report of such abuse and supporting victims.

Where the school receives a report of peer on peer abuse they should continue to follow the principles set out in Part 5 of KCSiE (2020) and those outlined in the Safeguarding and Child Protection Policy.

The school will work with the pupil, parents and any multi-agency partner required, ensuring the safety and security of that pupil. Concerns and actions should be recorded in the normal way.

## 13. Support from TKAT

The TKAT Senior Safeguarding Leads will provide support and guidance as appropriate to enable the DSL to carry out their role effectively. This includes telephone and email support as well as remotely accessing safeguarding reports.