

## **Annex 1**

# **COVID-19 school closure arrangements for Safeguarding and Child Protection at St Bartholomew's C of E Primary School**

This is an addendum to the school's current safeguarding policy and does not replace the school's main policy. It will remain in place temporarily in response to the current Covid- 19 pandemic. The addendum may be amended on receiving any further guidance from the Department for Education or local authority.

**School Name: St Bartholomew's C of E Primary School**

**Policy owner: St Bartholomew's C of E Primary School**

**Date: January 2021**

**Date shared with staff: January 2021**

**Updated: June 2021**

**Updated: November 2021**

**Updated: April 2022**

## Context

From 20<sup>th</sup> March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

[Covid-19-safeguarding-in-schools-update](#)

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the St Bartholomew's C of E Primary School Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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## 1.Key contacts

The following information will be displayed and updated in the school on a daily basis.

Role	Name	Contact number	Email
Designated Safeguarding Lead	Rachel Cannon	01775 640357	<a href="mailto:Rachel.cannon@stbartholomews.lincs.sch.uk">Rachel.cannon@stbartholomews.lincs.sch.uk</a>
Deputy Designated Safeguarding Lead	Sophie Ingle	01775 640357	<a href="mailto:Sophie.ingle@stbartholomews.lincs.sch.uk">Sophie.ingle@stbartholomews.lincs.sch.uk</a>
Headteacher	Sophie Ingle	01775 640357	<a href="mailto:Sophie.ingle@stbartholomews.lincs.sch.uk">Sophie.ingle@stbartholomews.lincs.sch.uk</a>
Chair of Governors	Phil Callow	01775 640357	<a href="mailto:Phil.callow@stbartholomews.lincs.sch.uk">Phil.callow@stbartholomews.lincs.sch.uk</a>
Safeguarding Governor / Trustee	Phil Callow	01775 640357	<a href="mailto:Phil.callow@stbartholomews.lincs.sch.uk">Phil.callow@stbartholomews.lincs.sch.uk</a>

## 2.Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 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 offered a school or college place in order 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 and young people with EHC plans can safely remain at home. The government also outlined in January 2021 that children who do not have access to technology in order to engage with remote learning may also be offered a place if the school feel it necessary.

Eligibility for free school meals in itself should not be the determining factor in assessing vulnerability.

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: Rachel Cannon and Sophie Ingle.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. 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 school will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, 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 and young people to attend a school, including remotely if needed.

If a child is temporarily attending another school during this period, the school will ensure that any communication received by other agencies and services that impact on the safety and wellbeing of the child will be shared with the school that the child is temporarily attending. This includes notifications from the Police as part of the Operation Encompass initiative in response to domestic violence.

### **3. Attendance monitoring**

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. If the school has any children in attendance (e.g. because they are vulnerable or their parent(s) / carers are critical workers) we will submit the daily government attendance sheet to the DfE by 2pm. <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

If the school has closed, they will complete the return once as requested by the DfE.

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. The school will also follow up with any parent or carer who has arranged care for their child(ren) and subsequently do not attend. This includes vulnerable pupils. To support the above, the school will, when

communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

#### **4. Designated Safeguarding Lead**

**The school will ensure information is displayed and updated depending on whom is available for work.**

The information will include the name of the Designated Safeguarding Lead (DSL) and a Deputy DSL. It will also include the Senior Leader responsible for coordinating the safeguarding arrangements in the school.

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - 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 co-ordinating safeguarding on site.

This might include updating and managing the safeguarding log and 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 or college.

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

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

#### **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 by logging this on CPOMS. If a member of staff cannot access CPOMS for some reason, they should contact the Designated Safeguarding Lead and Senior Leader. 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 the concern to the Headteacher/Senior Leader immediately. If there is a requirement to make a notification to the Headteacher/Senior leader whilst away from school, this should be done verbally and followed up with an email.

Concerns about the Headteacher/Senior Leader should be directed to the Chair of Governors of the school that employs them: Phil Callow

## **6. Safeguarding Training and induction**

Face to face DSL training is not taking 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 and is following the 6 Year Safeguarding training pathway, should continue to be classed as a trained DSL (or deputy) even if they miss their face to face training, but have completed the eLearnings identified on the pathway. Online safeguarding training should be completed as soon as possible by logging into the LSCP account.

Members of staff already booked on or intending to book on the face to face 2 day safeguarding training will access the online 'Awareness of Child Abuse and Neglect Core. Others members of staff in need of safeguarding training should follow the 6 year pathway but do not need to attend the face to face training.

All existing school staff have had safeguarding training and have read part 1 and 5 of Keeping Children Safe in Education (2019). 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 enter the school, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education 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 on-going disciplinary investigation relating to that individual

For movement within a Trust or between schools, the schools should seek assurance that the member of staff has received appropriate safeguarding training.

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.

## **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 for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (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.

If staff are deployed from another education 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 on-going disciplinary investigation relating to that individual

Where the school are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. 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. Full details can be found at paragraph 163 of KCSIE.

The school 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](mailto:Misconduct.Teacher@education.gov.uk) after liaising with Lincolnshire LADO  
Tel: 01522 554674.

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, the school will continue to keep the single central record (SCR) up to date as outlined in

paragraphs 148 to 156 in KCSIE considering proportionate and flexible approach to vetting checks i.e. portability of checks between schools and children's workforce.

## **8. Online safety in schools and colleges**

The school 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.

## **9. Children and online safety away from school and college**

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 Safeguarding and 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.

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

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

- No 1:1s (unless parents are present)
- 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;
- 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 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.
- Please see appendix for further information on our remote learning

## **10. Supporting children not in school**

The school 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 in the safeguarding folder and a record of 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 and where concerns arise, the DSL will consider any referrals as appropriate.

The school will continue to share safeguarding messages on its website and social media pages.

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

## **11. Supporting children in school**

The school is committed to ensuring the safety and wellbeing of all its students. It will continue to be a safe space for all children to attend and flourish. The Senior Leader will ensure that appropriate staff are on site and staff to pupil ratio numbers 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 continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

The school will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

Where the school has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the senior leader.

## **12. Peer on Peer Abuse**

The school recognises that during the 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 will follow the principles as set out in part 5 of KCSIE and of those outlined within of 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 will be recorded in the safeguarding folder and referrals made.



## Appendix:

### St Bartholomew's C of E Primary School Remote Learning

#### Children Roles and Responsibilities:

- Dedicate appropriate time to your learning (class teachers will give you guidance to help with these expectations)
- Check you understand your teachers' expectations of what you are learning and what you need to produce
- When you are working at home make sure you choose a quiet space free from distractions (such as the TV)
- Remember you should do your own work, as you would in school (parents and carers can help but not do the work for you)
- Keep healthy habits and take breaks away from devices in between lessons
- No eating during the Zoom sessions but you may have a drink
- Be dressed in your clothes and not your pyjamas
- Be sat at a table where possible
- Ensure you have all resources you need eg pencils, books
- Do not use any chat facilities (parents only, with lesson related questions)

#### Parent Roles and Responsibilities

- Ensure that children access the online learning on the website and are present at the daily live zoom sessions (a register will be taken during these sessions)
- Consider the age of your child and adjust the home learning environment to suit their educational needs
- Provide a safe and quiet environment that is conducive to learning
- Ensure your child has access to the appropriate technology
- Engage in conversations to support the learning
- Respect that teachers will respond in a reasonable time frame but will not be instantly available
- Act in a respectful way during the live lessons
- Be respectful of the teacher leading the live lesson
- Monitor time spent engaging in online and offline learning
- Support emotional balance by providing ample room and time for reflection, physical activity, conversation and play. This is extremely important during this lockdown period to ensure children are emotionally supported and remain healthy
- Monitor their device/internet usage
- Ensure they fully engage and follow expectations