School Effectiveness Team

WSCC Model Policy

COVID-19 school closure arrangements for Safeguarding and Child Protection policy annex

Safeguarding in Education Team

JANUARY 2021



west sussex county council

West Dean CE Primary School
COVID-19 school closure arrangements for Safeguarding and Child Protection policy annex

JANUARY 2021

School Name: West Dean CE Primary School
Date adopted:
Date shared with staff:

This policy is for use during the COVID-19 school closure from 5th January 2021 only

1. Context

From 5th January 2021 government guidance requires all schools to partially close for the period of interim COVID-19 arrangements.

On 7th January 2021 The Department for Education issued 'Restricting attendance during the national lockdown: schools. Guidance for all schools in England'.[1]

Page 39 of that guidance indicates that schools and colleges should review their child protection policies to reflect the move to remote education for pupils who are not attending school.

This annex does not cover all the other areas in the 'Restricted Attendance guidance' for example, parents and carers who are critical workers, wearing of face coverings, or good respiratory hygiene. Schools and colleges should review the guidance and ensure it is adapted to suit the needs of their particular setting.

This annex is supplementary guidance for the period of lockdown '3', January 2021 only. During this period All schools and colleges MUST CONTINUE to have regard for the statutory guidance Keeping Children Safe in Education 2020[2]

2. COVID19 January 2021 annex for your current child protection policy.

This annex of the West Dean CE Primary School Safeguarding, and Child Protection policy will take effect

[1] https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf

[2] https://www.gov.uk/government/publications/keeping-children-safe-in-education--2

from January 2021 and remain in place during this period of time and will be reviewed as government policy and guidance changes.

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3. Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead			
Deputy Designated Safeguarding Lead			
Headteacher			
Chair of Governors			
MASH WSCC		01403 229900 (Out of Hours – 0330 222 6664)	Referrals to MASH should be made on the following web-based forms which can be accessed here: Adults - https://www.westsussex.gov.uk/raiseaconcernaboutanadult Children's - www.westsussex.gov.uk/Raiseaconcernaboutachild Referrals can also be made by telephone to 01403 229900
LADO	Miriam Williams Donna Tomlinson Assistant LADO: Sally Arbuckle	0330 222 6450 (9am - 5pm) (Out of Hours – 0330 222 6664)	LADO@westsussex.gov.uk
Safeguarding in Education		0330 222 4030	safeguarding.education@westsussex.gov.uk

Additional school contacts regarding safeguarding and CP during school partial closure:

Role	Name	Contact	Email
DSL (Headteacher)	**Mrs G Moss**	**01243 811247**	**head@westdean.w-sussex.sch.uk**
Deputy DSL	**Mrs K Prudence**	**01243 811247**	**kprudence@westdean.w-sussex.sch.uk**

3. Staff Resilience – School Safeguarding Team

It is expected that our school will have a trained DSL (or deputy) available on site. However, it is recognised that on occasions there may be operational challenges to this. In such cases, for our school there are two options to consider:

• a trained DSL (or deputy) from the school can be available to be contacted via phone or online video, for example working from home
• sharing trained DSLs (or deputies) with other schools (who should be available to be contacted via phone or online video)

Should we not have a DSL available on the telephone nor from another school, the member of staff operationally in charge of the school at that time will be responsible for co-ordinating safeguarding on site.

If we are aware we may face the possibility of not having a DSL available either on the school site, on the telephone, or from another school we will make immediate contact with the WSCC Safeguarding in Education Team on 0330 222 4030 or email safeguarding.education@westsussex.gov.uk for advice and support.

4. Capacity of DSL team in our school

West Dean CE Primary School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is:Mrs G Moss (Headteacher)

The Deputy Designated Safeguarding Lead is: Mrs K Prudence

Contact details for these are:

Role	Name	Contact	Email
DSL (Headteacher)	**Mrs G Moss**	**01243 811247**	**head@westdean.w-sussex.sch.uk**
Deputy DSL	**Mrs K Prudence**	**01243 811247**	**kprudence@westdean.w-sussex.sch.uk**

All regular duties of the Safeguarding and Child Protection team in our school will remain during this period of lockdown in order to protect all of children and young people, whether they are attending school or accessing learning remotely.

This will include:

- Managing concerns raised
- Updating and managing access to safeguarding and child protection records by liaising with the offsite DSL (or deputy)
- Undertaking risk assessments for all pupils as necessary
  Co-ordinating safeguarding provision and checks for all vulnerable pupils on and off site
- Liaising with children's social workers where they require access to children to carry out statutory assessments at the school or college and engaging with key safeguarding partners when requested, in an appropriate and safe manner.

5. Safeguarding Training and Induction

Keeping Children Safe in Education 2020 states:

72. *The designated safeguarding lead and any deputies should undergo training to provide them with*

the knowledge and skills required to carry out the role. The training should be updated every two years.

73. In addition to their formal training as set out above, their knowledge and skills should be updated (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.

5.1 DSL Training

Our school recognises both DSL induction and refresher courses have been made available by WSCC as on-line courses and which can only be booked via the Safeguarding in Education pages on the West Sussex Service for Schools Site. We will ensure all our DSLs are trained within their two-year cycle.[3]

Our school will also consider if we need to train additional DSLs to mitigate the risk of the majority of our DSL team being away from work and not contactable.

5.2 Continual Professional Development

We also recognise the Safeguarding in Education pages on West Sussex Service for Schools contain many resources for DSL continual professional development, including a digital library and other relevant information.

5.3 The DSL training dates for our staff are:

Name of staff member	**Type of training and date of issue**	**Role in school**

5.4 Staff training

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). All staff are aware of WSCC procedures for referral and have access to key contacts to do this.

Any new staff, including volunteers, who join the school will receive full safeguarding training.

5.5 Raising a Safeguarding Concern

All staff will continue to follow the normal processes as outlined in our child protection and safeguarding policy for raising safeguarding concerns about any child or young person, whether they attend our school or receive education elsewhere.

[3] https://schools.westsussex.gov.uk/

6. Vulnerable children

The Department for Education have identified vulnerable children as those who[4]:

1. are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a Child In Need plan, a Child Protection plan or who are a looked-after child
2. have an education, health and care (EHC) plan
3. have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:

- children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
- adopted children or children on a special guardianship order
- those at risk of becoming NEET (not in employment, education or training)
- those living in temporary accommodation
- those who are young carers
- those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
- care leavers
- others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health

6.1 Identifying our Vulnerable Children

Our school will use the above definitions to identify our vulnerable children. We will generate a confidential system, accessed only by those who need to know, so we can identify each vulnerable child and monitor attendance and other concerns.

We recognise in the DfE guidance that all schools and colleges are expected to allow and strongly encourage vulnerable children and young people to attend and that parents/carers of vulnerable children and young people are strongly encouraged to take up the place.

Our school college will support this by closely monitoring children and families and keeping lines of communication open.

[4] https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision#vulnerable-children-and-young-people

6.2 Identifying Our Vulnerable Children

Appendix A below is a suggested way in which you can identify your vulnerable children and a means to monitor attendance and / or contact with the child and families.

6.3 Supporting Our Vulnerable Children who are attending school

We will continue with our normal processes of supporting our vulnerable children when they are at school. This will include using such tools as 'Day in My Life' as necessary.

6.4 Hearing the Voice of the Child

Our school is very aware that the usual members of staff, whom children and young people may go to when needing to share their worries, may not be physically present at school or immediately available due to self-isolating etc. We will ensure all of our children and young people know who they can go to should they have worries if their usual staff member is unavailable.

6.5 Vulnerable Children Not Attending

If any of our vulnerable children and young people do not attend, our school / college will:

- work together with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance considering the child's circumstances and their best interests
- work together with the local authority and social worker (where applicable) and other relevant partners to encourage the child or young person to attend educational provision, particularly where the social worker agrees that the child or young person's attendance would be appropriate
- Maximise the opportunities to understand the lived experience of all of our children who are not attending during lockdown, and particularly those who we recognise are vulnerable.

6.6 Leave of Absence

Latest guidance states vulnerable children are still expected to attend school full time, they should not be marked as Code X if they are not in school (except if they are shielding, self-isolating or quarantining). If the parent of a vulnerable child wishes their child to be absent, the parent should let the school know.

The Department of Education expects schools to grant applications for leave of absence given the exceptional circumstances. This should be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.

Where our school / college grants a leave of absence to a vulnerable child or young person we will still speak to parents and carers, and social workers (where applicable) to explore the reasons for this and any concerns raised. The discussions should focus on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home.

Where providers have had to temporarily stop on-site provision on public health advice, they should inform the local authority to discuss alternative arrangements for vulnerable children and young people and work towards welcoming back pupils as soon as possible, where feasible to do so.

Our school / college will work collaboratively with other schools and education providers and other local partners (including the local authority, social workers, police, youth services, key workers etc.) to maximise opportunities for face-to-face provision for vulnerable children.

Our school / college will continually review the safeguarding risks to our vulnerable children and young people and will raise concerns with Early Help and / or MASH when and where relevant.

7. Special schools and specialist post 16 provision

Latest guidance indicates the Department of Education position of wanting children and young people in special schools, including residential special schools, and special post-16 institutions to continue to receive high-quality teaching and specialist professional support. This is because we know that children and young people with special educational needs and disabilities (SEND), and their families, can be disproportionately impacted by being out of education.

Special schools should continue to welcome and encourage pupils to attend full-time where the parent/carer wishes for their child to be able to attend. Special post-16 settings should continue to welcome and encourage students to attend as per their usual timetable where the young person wishes to attend.

On occasion special schools may encounter circumstances where they cannot provide their usual interventions and provision at adequate staffing ratios, or with staff with vital specialist training.

In these circumstances our school will seek to resume as close as possible to the child of young person's specified provision as soon as possible.

We also recognise pupil level risk assessments, which were used last spring, should not be used to filter children and young people in or out of attendance, but could be helpful to prioritise the provision a child or young person can get if full time provision for all is not possible.

8. Boarding and residential schools, including international pupils

Vulnerable children and the children of critical workers who have already travelled to their boarding school should continue to receive face to face education. Where other pupils have already travelled to their boarding school, in anticipation of school starting, they can continue to receive remote education in their boarding houses.

Vulnerable children and the children of critical workers who have not yet done so can return to their boarding school to receive face to face education. Where other pupils have not yet returned to their boarding school, they should not travel and should receive remote education at home

8.2 Private Fostering

We recognise that if any of our students are accommodated with a host family for 28 days or more then we will share the information with WSCC MASH (contact details above) to enable private fostering assessments to be undertaken.

9. Recruitment, Supply and other temporary staff or peripatetic teachers

Our school will follow our normal procedures for safer recruitment and will continue to undertake all necessary safeguarding and right to work checks for any new members of staff, supply cover or other temporary staff, including volunteers, who come into our school or college.

9.1 Lateral Flow or other testing – volunteers

We will ensure that any volunteers who attend our school to assist with lateral flow testing, or any other testing, will be subject to the same safer-recruiting checks as any other volunteer. If that is not possible in the time frames available to complete all of those checks then those volunteers will be supervised by school staff, who do have the relevant checks in place, at all times.

10. Remote Education

Our school recognises the temporary continuity direction[5] which makes it clear that schools and colleges have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19).

Our school will deliver remote learning through Google Classrooms platform, incorporating some live lessons. We will also use Zoom to as a communication and teaching and learning resource for individual and group sessions.

11. Delivering Remote Education Safely and Safeguarding

Appendix B of this Annex outlines how our school and college will deliver remote education safely.

12. Pupil wellbeing and Support

Our school / college recognise that our children and young people may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust, either to a return to learning at home or being in school without their peers, and some may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be content with the change in circumstances.

The return to remote learning for most will limit pupils' social interaction with their peers, carers and teachers, which may have an impact on wellbeing.

In order to support our pupils' wellbeing, we will work with our children, families and partner agencies to support our children and young people.

Please see Appendix C for further information.

13. Support from the Local Authority

The WSCC Safeguarding in Education Team are offering daily safeguarding support to schools and can be

[5] https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note

contacted by:
Phone - 0330 222 4030
Email - safeguarding.education@westsussex.gov.uk

Appendix A – Identifying Vulnerable Children – suggested template

Monitoring Our Vulnerable Children					
Name	Reason for Vulnerable	Place accepted Y/N?	Reasons provided by parent / carer if Not attending	If not attending – engagement plan	Log of concerns and contact details added to safeguarding file and date added.
A	Emerging concerns around mental health	Y			
B	Child in Need Plan	N	Mum states she can manage the child at home. Mum is furloughed and can support learning.	1. Weekly contact by DSL and social worker to monitor and identify any escalations in risk. 2. Monitor learning with at least weekly contact by class teacher.	
C	Child cannot access remote learning	N	Mum states they are asking family for a tablet or laptop.	School are sending learning home. School will monitor and discuss progress with mum. School are also trying to resource a laptop.	

Appendix B - Delivering Remote Education Safely and Safeguarding

Add Policy here

Appendix C – Children Requiring Mental Health Support

1. We recognise our school has an important role to play in supporting the mental health and wellbeing of our pupils.

2. We recognise mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Our school/college has an SEND Lead which incorporates the role of Emotional Well-being Lead, this is undertaken by Headteacher, Mrs G Moss in association with Senco Mrs A Totman.

1. As a school we will have a clear system and process in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. We will make sure all staff and volunteers are aware of our system.

2. Where there are concerns about the mental health, wellbeing and safeguarding of a child, staff will immediately discuss those concerns with the Designated Safeguarding Lead.

3. We are aware of recent government publications:

   - Preventing and tackling bullying, [6]
   - Mental health and behaviour in schools,[7] and
   - Promoting children and young people's emotional health and wellbeing[8].

4. Our staff are aware of the West Sussex Community Mental Health Liaison Service https://www.sussexpartnership.nhs.uk/west-sussex-cmhl-service#:~:text=The%20new%20Community%20Mental%20Health,to%20moderate%20mental%20health%20conditions who provide an early intervention and prevention service for professionals who are working with young people under the age of 18, and are concerned about a young person's mental health and wellbeing. This service is available to our school.

5. We are aware that we can obtain advice and support from School Nursing Service https://www.sussexcommunity.nhs.uk/downloads/services/west-sussex-school-nursing/west-sussex-school-nursing-leaflet.pdf

6. We are also aware of the resources available to our school from the Mentally Healthy Schools website https://www.mentallyhealthyschools.org.uk/

7. For our pupils aged 11-19 we are aware of the ChatHealth text service and YES - Youth Emotional Support Service

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6 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

7 https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

8 https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing

Self-Harm Guidance for Schools

Managing self-harm guidance and tool kit for schools in West Sussex has recently been created with the latest information and resources to help recognise the signs, identify risks and access the support available.

We recognise that Self-Harm Guidance for schools is available to anyone working in education, to support staff when dealing with students who self-harm, or are at risk of intentionally harming themselves.