

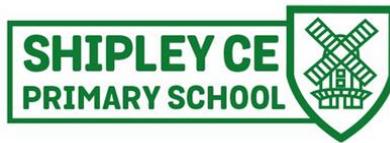


WSCC Model Policy

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

Safeguarding in Education Team
JANUARY 2021





COVID-19 school closure arrangements for Safeguarding and Child Protection policy annex JANUARY 2021

School Name: Shipleigh CE Primary School

Policy owner: Jen Harvey

Date adopted: 29.01.2021

Date shared with staff: 29.01.2021

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 2020²

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>

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

This annex of the Shipley CE Primary School Safeguarding, and Child Protection policy will take effect from 29th 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	Jen Harvey	01403 741298	head@shingley.w-sussex.sch.uk
Deputy Designated Safeguarding Lead	Gill Simpson	01403 741298	gsimpson@shingley.w-sussex.sch.uk
Headteacher	Jen Harvey		
Chair of Governors	Penny Middleton- Burn	01403 741298	pmiddleton-burn@shingley.w-sussex.sch
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

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 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

A DSL is available on site or reached very quickly by phone. In the unlikely event of both DSLs being unavailable, there is a reciprocal arrangement in place with a neighbouring school to provide emergency cover

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

The Designated Safeguarding Lead is: Mrs Jen Harvey

The Deputy Designated Safeguarding Lead is: Mrs Gill Simpson

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
Jen Harvey	DSL/Safeguarding 10.06.19	Headteacher/DSL
Gill Simpson	DSL/Safeguarding 20.09.19	Senior Teacher/ Deputy DSL

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.

6. Vulnerable children

The Department for Education have identified vulnerable children as those who⁴:

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
- 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>
- ☐ 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 will support this by:

Identifying pupils and levels of vulnerabilities

Tracking provision for those pupils with a 'what is possible' approach

Maintaining good communication with parents/carers and pupils

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 do not attend, our school 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 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 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 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 not applicable

8. Boarding and residential schools, not applicable

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 direction⁵ 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 education for our pupils.

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

11. Delivering Remote Education Safely and Safeguarding

Teachers are aware of the possibility of a disclosure through the remote platform. Any disclosure will be recorded or captured as quickly as possible and referred to the DSL. Appendix B of this Annex outlines how our school and college will deliver remote education safely.

12. Pupil wellbeing and Support

Our school 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 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.	<ol style="list-style-type: none"> 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

Remote education provision: information for parents

This information is intended to provide clarity to parents or carers about what to expect from remote education where a pupil cannot attend school or has to self-isolate.

The remote curriculum: what is taught to pupils at home

A pupil's first day or two of being educated remotely might look different from our standard approach, while we take all necessary actions to prepare for a longer period of remote teaching.

What should my child expect from immediate remote education in the first day or two of pupils being sent home?

Staff will make arrangements for packs of work books and reading materials. In many cases, pupils already have these at home. Pupils and parents will be directed to the school website and virtual platforms where curriculum tasks are available.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

Wherever possible, a broadly similar curriculum is taught in school as is taught remotely. However, we have needed to make some adaptations in some subjects. For example, where materials or resources may not be available at home. There may be alterations to timetables and subjects to ease access.

Remote teaching and study time each day

How long can I expect work set by the school to take my child each day?

We expect that remote education (including remote teaching and independent work) will take pupils broadly the following number of hours each day:

Key Stage 1	Up to 3 hours
Key Stage 2	3-4 hours

Accessing remote education

How will my child access any online remote education you are providing?

School website
Google classrooms KS2
Tapestry EY and KS1

If my child does not have digital or online access at home, how will you support them to access remote education?

We recognise that some pupils may not have suitable online access at home. We take the following approaches to support those pupils to access remote education:

Where possible, we will endeavour to provide a device for pupils at home if they do not have one. However, there are no guarantees

Parents who do borrow devices will need to sign the loan agreement

Printed materials, where needed, can be accessed by contacting the school office. Work can be submitted on paper if needed.

How will my child be taught remotely?

We use a combination of the following approaches to teach pupils remotely:

Some examples of remote teaching approaches:

- Provision of daily tasks on Google Classrooms or Tapestry
- Some face to face sessions where possible
- Pre-recorded teaching (e.g. Oak National Academy lessons, video/audio recordings made by teachers)
- printed paper packs produced by teachers (e.g. workbooks, worksheets)
- textbooks and reading books pupils have at home
- commercially available websites supporting the teaching of specific subjects or areas, including video clips or sequences
- additional topic related tasks allowing for a creative approach

Engagement and feedback

What are your expectations for my child's engagement and the support that we as parents and carers should provide at home?

The school expects pupils to engage with remote education

The school expects that parents will endeavour to support their child's learning wherever possible. Staff recognise the different circumstances and the need to juggle work and family commitments.

How will you check whether my child is engaging with their work and how will I be informed if there are concerns?

Pupils' engagement with remote education is assessed by staff. This may be daily or weekly, depending on the subject

Where engagement is a concern, parents and carers will be contacted to offer support

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, whole-class feedback or quizzes marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on pupil work is as follows:

Feedback to pupils may be daily or weekly, depending on the subject and the timetable. Wherever possible, staff will feedback as quickly as possible to encourage and motivate pupils and reward their efforts. Feedback can include verbal and written comments.

Additional support for pupils with particular needs

How will you work with me to help my child who needs additional support from adults at home to access remote education?

We recognise that some pupils, for example some pupils with special educational needs and disabilities (SEND), may not be able to access remote education without support from adults at home. We acknowledge the difficulties this may place on families, and we will work with parents and carers to support those pupils in the following ways:

SEND pupils may have tasks that are adapted and more flexible, depending on the child's needs. Where possible, there may be some face to face contact with teachers. With younger pupils, there is a focus on basic skills and access to phonics and early maths.

Remote education for self-isolating pupils

Where individual pupils need to self-isolate but the majority of their peer group remains in school, how remote education is provided

will likely differ from the approach for whole groups. This is due to the challenges of teaching pupils both at home and in school.

If my child is not in school because they are self-isolating, how will their remote education differ from the approaches described above?

Teachers providing for children in school as well as providing remote learning may not be able to give regular feedback, nor provide face to face teaching. Tasks provided may be adapted for remote learning and differ from class tasks. It will not be possible for teachers to mark work on paper or in workbooks when the pupil returns to school but general feedback will be provided.

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 has an Emotional Well-being Lead and that is Mrs Jen Harvey

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](#)

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.

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>