



Safeguarding Policy Appendix

Appendix 1a Covid-19 Jan 2020 in response to COVID 19 Lockdown 3

This policy should be read in conjunction with:

- The Safeguarding and E-Safety School Policy for online teaching
- The online Learning Protocol Summer 2020
- The Safeguarding Policy – updated 2019
- Covid-19 School Risk Assessment

Role of the local authority

The school is working closely with the local authorities and safeguarding partners to ensure that more children can attend school from the 1st June. The school will continue to be supported by local authorities whose crucial responsibility is in maintaining effective safeguarding and child protection services.

School responsibilities

As more children return, a number of important safeguarding principles remain the same:

- the best interests of children must always continue to come first
- if anyone in a school has a safeguarding concern about any child they should continue to act immediately in line with school protocol.
- a DSL or deputy should be available either in school or contactable by phone at all times (Emma Davies, Julie Wills, Sarah Gabriel, Sarah Fletcher)
- it is essential that unknown people are not allowed to enter the school and/or gain access to children
- children should continue to be protected when they are online

DSL Additional responsibilities

- a trained DSL (or deputy) from the school is available to be contacted via phone or online video - for example working from home
- Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take responsibility for co-ordinating safeguarding on site. This might include updating and managing access to child protection files, 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.

- DSL or deputy, in conjunction with school staff will identify children who may be considered vulnerable in addition to those with EHC plans, those with high level SEN or who have an existing social worker.
- DSL or designated person will be responsible for weekly contact with recognised vulnerable children by phone or in person.
- DSL will take part in CIN/CP meetings and conferences via phone or video link where required. The designated teacher for LAC will take part in LAC meetings in the same way.

Children attending school

KCSIE (keeping children safe in education 2020) will continue to inform and guide all safeguarding in school.

Attendance

Vulnerable children attendance is expected, where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan). Vulnerable children – regardless of year group – that have not been attending in the recent period are expected to return to nursery, early years or where this would now be appropriate for them to do so.

Schools will notify social workers where children with a social worker do not attend. School will follow up with any parent or carer whose child has been expected to attend and doesn't.

Vulnerable children and young people include those who:

- 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
- have an education, health and care (EHC) plan
- 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

Reporting concerns

- Staff may identify new safeguarding concerns about individual children as they see them in person following partial school closures. These must be reported to a DSL using normal channels outlined in the Safeguarding Policy
- DSL will have a duty to report any significant concerns to Family Front Door while recognising that this service is not running in a normal way.
- DSL may be required to spend more time on role as more children return to school and safeguarding concerns are highlighted.

Children not attending school

- Regular contact will be made with children via the school online learning platform (Seesaw or Tapestry). Where contact is not made, staff will make weekly phone calls to check on children.
- Staff will refer to the Safeguarding and E-Safety School Policy for online teaching and the online Learning Protocol Summer 2020 to ensure they are operating within the recommended guidelines.
- Staff who interact with children, including online, will continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the child protection policy and where appropriate referrals should continue to be made to children's social care and, as required, to the police.

Mental health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Where they have children of critical workers and vulnerable children on site, and/or more children returning to school from 1 June onwards, the schools will ensure appropriate support is in place for them.

Teachers should be aware of the impact the current circumstances can have on the mental health of those students/pupils (and their parents) who are continuing to work from home, including when setting expectations of children's work.