

# Worplesdon Primary School



## **Child protection and Safeguarding Policy: COVID-19 addendum**

Policy Reviewed	20.3.20
Next Review	20.4.20

## Contents

Important contacts.....	2
1. Scope and definitions.....	3
2. Core safeguarding principles.....	3
3. Reporting concerns.....	3
4. DSL (and deputy) arrangements.....	3
5. Working with other agencies.....	4
6. Monitoring attendance.....	4
7. Peer-on-peer abuse.....	6
8. Concerns about a staff member or volunteer.....	6
9. Support for children who aren't 'vulnerable' but where we have concerns.....	6
10. Contact plans.....	6
10.1 Current child protection concerns.....	6
10.2 Vulnerable families.....	7
10.3 Financial difficulties.....	7
10.4 Teachers.....	7
10.5 Logistics.....	7
11. Safeguarding all children.....	7
12. Online safety.....	7
13. Mental health.....	8
14. Staff recruitment, training and induction.....	8
15. Children attending other settings.....	9
16. Monitoring arrangements.....	9
17. Links with other policies.....	9

This policy was written using The Key policy which was

Approved by **forbessolicitors.**

Information specific to Surrey was taken from the Surrey policy.

### Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Kareen O'Brien	head@worplesdon.surrey.sch.uk
Deputy DSL	Laura Bassett-Cross	lbassettcross@worplesdon.surrey.sch.uk
Deputy DSL	Liz Earl-Smith	learlsmith@worplesdon.surrey.sch.uk
Deputy DSL	Jeanette Ireland	jaireland@worplesdon.surrey.sch.uk

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Local authority designated officer (LADO)	Rita Dada	rita.dada@surreycc.gov.uk
Chair of governors	Matthew Woodruff	mwoodruff@worplesdon.surrey.sch.uk
Safeguarding Governor	Ginny Willis	gwillis@worplesdon.surrey.sch.uk
Channel helpline		020 7340 7264

## 1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from the new Safeguarding Children Partnership which was established and is led, jointly and equally, by Surrey County Council, Surrey Police and Guildford and Waverley Clinical Commissioning Group (on behalf of all CCGs and NHS providers in Surrey).

It sets out changes to our normal child protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- a. Have a social worker, including children:
  - I. With a child protection plan
  - II. Assessed as being in need
  - III. Looked after by the local authority
- b. Have an education, health and care (EHC) plan

## 2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

The best interests of children must come first

If anyone has a safeguarding concern about any child, they should continue to act on it immediately

A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)

It's essential that unsuitable people don't enter the school workforce or gain access to children

Children should continue to be protected when they are online

## 3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children still attending school and those at home.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

## 4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

If our DSL (or deputy) can't be in school, they can be contacted remotely by: 07793087322 (Kareen O'Brien, headteacher) or 07930501209 (Laura Bassett-Cross, deputy headteacher)

If our DSL (or deputy) is unavailable, then contact Liz Earl-Smith (07786 913592) or Jeanette Ireland (07740361063)

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) to make sure they (the senior leader) can:

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments

## 5. Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our 3 local safeguarding partners
- The local authority about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

The following guidance is currently in place:

## 6. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance.

The exception to this is where any child we expect to attend school during the closure doesn't attend, or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers, using our "absent from school" reporting mechanism.
- Notify their social worker, where they have one

We will notify Surrey County Council on the first day of absence and any day following, of children that are absent from school by providing the following details:

- School Name & Contact Person details
- Full Name of child
- Date of Birth of child
- When they were last seen by school staff

We will use **the following link to the Automated Tracking Mechanism:**

<https://www4.surreycc.gov.uk/social/child/absence-submission-portal/>

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

### Expectations of the Social Work Team response to non-attendance

The Automated Tracking Mechanism, described above, immediately alerts the Social Work Team to act in response to the child's non-attendance at the education setting. Surrey Virtual School will be informed if the child is looked after.

On receipt of an alert the social work team must act to contact the family to find out why the child hasn't attended and act to encourage them to attend if it's safe to do so.

The social work team must act to contact the education setting to further inform their assessment of the risk to the child of non-attendance.

If a child is not presenting at an education setting because they are symptomatic or self-isolating it is essential that the social worker contact the education setting and any relevant partner (including Surrey Virtual School), to action arrangements for maintaining contact with the child and agree who will contact the child and how.

It may be necessary for a Social Worker to take action by visiting the child in person to establish their wellbeing

Keeping in touch with the child and the family during any isolation period is the responsibility of the team around that child. A clear plan for visiting (virtual or in person) must be made and acted upon by all partners. The team around the child partners must communicate to the Social Worker findings from each visit they undertake.

Due to the number of notifications it is not possible for social care to guarantee a response time, each response time will be based on the Social Work Team's analysis of risk.

If an education setting has significant concerns about a child's safety or wellbeing the education setting should ring the child's Social Worker for an urgent discussion. If the child's social worker is not available a discussion should be held with the Social Work Team Manager. If neither are available contact must be made with the Social Work Service Manager. If you are not satisfied with the response you get from the Social Work Team education settings must follow the [SSCP Inter- Agency Escalation Policy and Procedures](#).

## Expectations of a SEND/Vulnerable Learner Team response to non- attendance

Where a child with an EHCP has a Social Worker, the process above will be followed by the Social Work Team.

The Automated Tracking Mechanism, described above, will collate data for EHCP children to be sent to the Vulnerable Learners Service once a week for action.

Attendance and any known history of the child will be considered by the appropriate professionals within the Vulnerable Learners Service to establish further action.

The Vulnerable Learners Service will establish with the family the reasons why the child has not attended and act to encourage them to attend if it's safe to do so.

If a child is not presenting at an education setting because they are symptomatic or self-isolating it is essential that the Vulnerable Learner Service contact the education setting to inform them of this and act to establish the ongoing point of contact while the child is not attending the education setting.

Where circumstances change the education setting should act to ensure any changes to risk are notified to the Local Authority in a timely manner (within 24 hours of being informed of the change) via the SEND Team area email address.

## Children and young people who are "otherwise vulnerable" expectations on the education partnership

This cohort is defined as children and young people who have been assessed as "otherwise vulnerable" by education settings, the local authority or partner agencies; examples may include Young Carers, adopted children and/or children with mental health and wellbeing concerns.

The Vulnerable Learners Service will contact education settings to assist the identification of these children and young people.

Education settings should use their discretion to encourage the attendance of children and young people that they or partners feel would be safer by attending provision. In the case of non-attendance education settings should act to follow up with both the parent/carer and any partner agency involved to establish the reason for absence and act to encourage attendance.

The Vulnerable Learners Service will provide support to education settings to identify “otherwise vulnerable children” who do not have a Social Worker or an EHCP. The Vulnerable Learners Service will assist the setting to make arrangements with families to provide for these children and track and encourage attendance.

**Where any professional continues to have concerns about the safety of a child they should email a Children’s Services Request for Support Form to [cspa@surreycc.gov.uk](mailto:cspa@surreycc.gov.uk) or contact the C-SPA on 0300 470 9100.**

## 7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately – about both children attending school and those at home.

## 8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely. Staff will continue to follow the reporting procedures set out in our policy.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk) for the duration of the COVID-19 period, in line with government guidance.

## 9. Support for children who aren’t ‘vulnerable’ but where we have concerns

We have the option to offer places in school to children who don’t meet the Department for Education’s definition of ‘vulnerable’, but who we have safeguarding concerns about. We will work with parents/carers to do this. For example, children who have previously had a social worker, or who haven’t met the threshold for a referral but where staff have raised concerns.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10 below.

## 10. Contact plans

We have contact plans for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

- They won’t be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn’t be in the child’s best interests); or
- They would usually attend but have to self-isolate

Each child has a plan which sets out:

- How often the school will make contact – this will be at least once a week
- Which staff member(s) will make contact – as far as possible, this will be staff who know the family well
- How staff will make contact – this will be over the phone, doorstep visits, or a combination of both

We have agreed these plans with children’s social care where relevant, and will review them fortnightly.

If we can’t make contact, we will contact children’s social care or the police (as appropriate).

### 10.1 Current child protection concerns

- Twice weekly visits to family home, doorstep contact, with all children seen.
- Phone contact once a week
- Offer of food support through school
- Liaising with all necessary professionals as usual.
- Attending any planned review meetings, unless advised otherwise.
- Use of CPOMS to record and report.

## 10.2 Vulnerable families

- Once per week visits, doorstep contact, with all children seen.
- Phone contact once a week
- Offer of food support through school.
- Use of CPOMS to record and report.

## 10.3 Financial difficulties

- Phone contact at least once per week.
- Access to food through school catering.
- If needed, food bank information to be provided.

## 10.4 Teachers

- Contact details to be provided, of necessary pupils, this will be through a private, password-protected document.
- No personal information of pupils to be taken from the premises (paper copies etc)
- Any cause for concerns to be recorded and reported through CPOMS unless there is an immediate danger/ safety risk call to Kareen O'Brien or Laura Bassett-Cross

## 10.5 Logistics

- Food will be provided in food parcels subsidised by local food banks, hopefully, allowing families to have basic food items and reduce the financial pressure.
- They are to be collected from the school office or can be dropped where family are self-isolating
- Collections to be staggered in classes/year groups. This is to prevent large group gatherings and increased risk of exposure.
- Home visits will be taken by x2 staff, at least one will be designated child protection, this will be doorstep visits but children MUST be seen.
- Clear recording of families supported/ attending and available for home visits and support.

# 11. Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above.

For children at home, they will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

Children are likely to be spending more time online during this period – see section 12 below for our approach to online safety both in and outside school.

See section 13 below for information on how we will support pupils' mental health.

# 12. Online safety

## 12.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

If IT staff are unavailable, our contingency plan is to make contact with our remote IT support (Crossover)

## 12.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff behaviour policy, code of conduct & IT acceptable use policy.

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 Child Protection & Safeguarding Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Worplesdon Primary 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:

- 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**
- The live class should be recorded so that 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 family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms provided by Worplesdon Primary School to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

### **13.3 Working with parents and carers**

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- Know where else they can go for support to keep their children safe online

We will do this via our monthly newsletters as is normal practice.

## **13. Mental health**

Where possible, we will continue to offer our current support for pupil mental health for all pupils. We will offer counselling over the phone instead of face-to-face.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

## **14. Staff recruitment, training and induction**

### **14.1 Recruiting new staff and volunteers**

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

### **14.2 Staff 'on loan' from other schools**

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks. We will complete our own risk assessments on these staff, keeping our Single Central Record up to date.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

### **14.3 Safeguarding induction and training**

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

- A safeguarding induction
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

### **14.4 Keeping records of who's on site**

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

We will use our electronic signing in system to log:

- Everyone working or volunteering in our school each day, including staff 'on loan'
- Details of any risk assessments carried out on staff and volunteers on loan from elsewhere

## **15. Children attending other settings**

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

## **16. Monitoring arrangements**

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, and as a minimum monthly by Kareen O'Brien (Headteacher). At every review, it will be approved by the full governing board.

## **17. Links with other policies**

This policy links to the following policies and procedures:

- Acceptable Use
- Administration of medicines.
- Allegations against staff.
- Anti bullying
- Attendance
- Behaviour
- Complaints
- Curriculum
- Equality
- First aid
- Health and safety
- Online safety
- Sex and relationship education
- Privacy notices
- Staff code of conduct

- Teaching & Learning