



SHOBNALL PRIMARY SCHOOL

POLICY FOR SAFEGUARDING CHILDREN **COVID-19 ANNEX**

Written March 2020
Review Ongoing During Coronavirus Outbreak
Last Review *27 May 2020*

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The way schools and colleges are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual.

Schools have been asked to provide care for children who are vulnerable and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home. From 1 June we expect to be able to welcome back more children to early years, school and further education settings.

This annex to our Child Protection policy sets out details of our safeguarding arrangements for:

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STATEMENT OF INTENT

Shobnall Primary School is committed to safeguarding and promoting the welfare, both physical and emotional, of every pupil both inside and outside of the school premises.

The safeguarding policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing body, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).
- Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

The DSL is David Adams, the Headteacher. In the absence of the DSL, child protection matters will be dealt with by the DDSL who is Paula Johnston.

This annex has been written in light of school closures and in accordance with [Coronavirus \(COVID-19\): safeguarding in schools, colleges and other providers](#) guidance.

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

This annex to Shobnall Primary School's Safeguarding Policy is with immediate effect. This is an annex which will remain in effect until further notice and all aspects of Shobnall Primary School's existing Safeguarding Policy /KCSIE 2019 will remain in place unless alterations are stated within the annex.

This is version 4.0 of this annex. It will be reviewed by our designated safeguarding lead (DSL) or a deputy DSL on a weekly basis as circumstances continue to evolve or following updated Department for Education advice or guidance. It is available on the school website and is made available to staff by email.

We will ensure that on any given day all staff and volunteers in attendance will be aware of who the DSL and deputy DSLs are and how staff and volunteers can to speak to them.

From the week commencing 1 June, we expect to be able to welcome back more children to early years, school and further education settings. See guidance on [actions for education and childcare settings to prepare for wider opening from 1 June 2020](#) for

more details. The department has also published guidance on [implementing protective measures in education and childcare settings](#) to support this.

This safeguarding annex has been updated in accordance with new guidance to support schools and colleges plan for this return.

Each school and college's circumstances will be slightly different. Any school or college that cannot achieve the small groups necessary at any point should discuss options with their local authority or trust. This might be because there are not enough classrooms/spaces available in the setting or because they do not have enough available teachers/staff to supervise the groups.

Whilst the ages and number of children returning will vary from institution to institution, the safeguarding principles to protect those children from harm and abuse will remain broadly the same.

SAFEGUARDING PARTNERS ADVICE

We continue to work closely with our three safeguarding partners, and we will ensure this annex is consistent with their advice. This will include expectations for supporting 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 current advice is detailed in *Multi-Partners Updates on Coronavirus 13.05.20 UPDATED* document.

WHAT STAFF AND VOLUNTEERS SHOULD DO IF THEY HAVE CONCERNS ABOUT A CHILD

Please follow exiting arrangements and ensure you contact your DSL, or DDSL in their absence, as soon as possible. All staff and volunteers attending on site from outside our school will complete an induction to ensure they are aware of safeguarding risks and know how to act if they have concerns.

DSL AND DDSL ARRANGEMENTS

Following the return of more children from 1 June, Shobnall Primary School ensures that there is always a trained DSL or DDSL available on site. It is recognised this may not be possible in the event of further illness and isolation and, where this is the case there are two options to consider:

- a trained DSL or DDSL from the school can be available to be contacted via phone or online video;
- sharing trained DSLs or DDSLs with other schools in our trust (who should be available to be contacted via phone or online video).

Whatever the scenario, it is important that all staff have access to a trained DSL or DDSL and know on any given day who that person is and how to speak to them. The DSL is David Adams, the Headteacher. In the absence of the DSL, child protection matters will be dealt with by the DDSL who is Paula Johnston.

It is acknowledged that DSL training is very unlikely to take place during this period (although the option of online training can be explored). For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

Every school will face unique challenges at this time. Where reasonably possible, the DSL (or deputy) will consider these in a child protection context and reflect them in the child protection policy as appropriate.

VULNERABLE PUPILS AND FAMILIES

The continued importance for school staff to work with and support children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children

Ensuring that vulnerable children remain protected is a top priority for the government.

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans - read more in the [guidance on vulnerable children and young people](#) for further information.

Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and VSHs will continue to work with vulnerable children in this difficult period and should support these children to access this provision. There is an expectation that children with a social worker will have contact, core groups attended via video conference.

Our senior leaders / DSLs (and DDSLs) know their most vulnerable children are and have the flexibility to offer a place to those on the edges of receiving children's social care support.

School staff will continue to work with and support children's social workers to help protect vulnerable children. This will be especially important during the COVID-19 period if they are not in school.

Shobnall Primary School will keep a record of contact the School has with its' vulnerable families during this period.

ARRANGEMENTS TO SUPPORT CHILDREN THE SCHOOL ARE CONCERNED ABOUT WHO DO NOT MEET THE 'VULNERABLE' DEFINITION

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Staff will be aware of this in setting expectations of pupils' work where they are at home. Where we are providing for children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for them.

Our staff and volunteers will be aware of the mental health of children and their parents and carers and will contact the DSL or a deputy if they have any concerns.

Shobnall Primary School has identified any pupils who do not automatically fall into the 'vulnerable pupil' category and are adopting the same approach – regular contact with the families and reporting any concerns to Social Care, if appropriate.

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), so that they can gain the educational and wellbeing benefits of attending. Vulnerable children – regardless of year group – that have not been attending in the recent period are expected to return to nursery, early years, school or college provision where this would now be appropriate for them to do so. Shobnall Primary School will work with other relevant partners to support the relevant families and pupils to return to school, where attendance is appropriate. A brief summary of attendance expectations across the different groups of vulnerable children is as follows:

- for vulnerable children who have a social worker, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on [households with possible coronavirus infection](#) and [shielding and protecting people defined on medical grounds as clinically extremely vulnerable](#))
- for vulnerable children who have an education health and care (EHC) plan, attendance is expected where it is determined, following [risk assessment](#), that their needs can be as safely or more safely met in the educational environment
- for vulnerable children who are deemed otherwise vulnerable, at the school, college or local authority discretion, attendance is expected unless the child/household is shielding or clinically vulnerable (see the advice set out by Public Health England on [households with possible coronavirus infection](#) and [shielding and protecting people defined on medical grounds as clinically extremely vulnerable](#))

Read more in the guidance on [vulnerable children and young people](#).

Shobnall Primary School will continue to notify social workers where children with a social worker do not attend. The School will also continue to follow up with any parent or carer whose child has been expected to attend and doesn't. To support the above, the School will take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

Parents and carers will not be penalised if their child does not attend educational provision.

Schools and colleges should resume taking their attendance register from 1 June and continue to complete the online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending.

PEER ON PEER ABUSE

We recognise that children can abuse their peers and our staff are clear about the school's policy and procedures regarding peer on peer abuse. All peer on peer abuse

is unacceptable and will be taken seriously. We also recognise that abuse can still occur during a school closure or partial closure and between those children who do attend the school site during these measures. Please continue to follow part 5 of KCSIE 2019 to report any concerns.

WHAT STAFF AND VOLUNTEERS SHOULD DO IF THEY HAVE CONCERNS ABOUT A STAFF MEMBER OR VOLUNTEER WHO MAY POSE A SAFEGUARDING RISK TO CHILDREN

The principles in part 4 of KCSIE 2019 will continue to support how a school responds to any such concerns.

STAFF TRAINING AND SAFEGUARDING INDUCTION

All existing school staff already have had safeguarding training and have read part 1 of KCSIE 2019. The important thing for staff will be awareness of any new local arrangements so they know what to do if they are worried about a child.

In the unlikely event that new staff are recruited, they should continue to be provided with a safeguarding induction.

Any up to date child protection policy (described above) will support this process as will part 1 of KCSIE 2019.

The existing school workforce may move between schools on a temporary basis in response to COVID-19. The receiving school should judge, on a case-by-case basis, the level of safeguarding induction required. In most cases, the existing workforce will already have received appropriate safeguarding training and all they will require is a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

CHILDREN MOVING SCHOOLS

It will be important for any school whose children are attending another setting to do whatever they reasonably can to provide the receiving school with any relevant welfare and child protection information. This will be especially important where children are vulnerable. For looked-after children, any change in school should be led and managed by the VSH with responsibility for the child. The receiving school should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum the receiving school should, as appropriate, have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Any exchanges of information will ideally happen at DSL (or DDSL) level, and likewise between special educational needs co-ordinators / named individual with oversight of SEN provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders should take responsibility. Whilst schools must continue to have appropriate regard to data protection and GDPR they do not prevent the sharing of information for the purposes

of keeping children safe. Further advice about information sharing can be found at paragraphs 76-83 of KCSIE 2019.

SAFER RECRUITMENT 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. Schools and colleges should use their judgement on whether recruitment is needed and how this can best be done given the circumstances. If schools and colleges are recruiting new staff, they should continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of [KCSIE](#). In response to coronavirus, 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. The Home Office and Immigration Enforcement have also temporarily adjusted the [right to work checks](#) due to the coronavirus outbreak.

Where schools and colleges are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of [KCSIE](#). Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Regarding members of the school or college workforce already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another school or college to support the response to coronavirus. The type of setting on the DBS check, for example a specific category of school, is not a barrier. The same principle applies if childcare workers move to work temporarily in a school setting. The receiving institution should risk assess as they would for a volunteer (see above). Whilst the onus remains on schools and colleges to satisfy themselves that someone in their setting has had the required checks, including as required those set out in part 3 of [KCSIE](#), in the above scenario this can be achieved, if the receiving institution chooses to, via seeking assurance from the current employer rather than requiring new checks.

There is no requirement to obtain a new DBS check for returning staff who have continued to be employed but have not been working in regulated activity during partial school closures. If for any reason the school or college have concerns about the individual, they may obtain a new check in the usual way.

Schools and colleges must continue to follow their 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](#).

Schools and colleges should continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of [KCSIE](#) and the TRA's [advice for making a referral](#). During the coronavirus period all referrals should be made by emailing misconduct.teacher@education.gov.uk. All referrals received by the TRA will continue to be considered. Where referrals on serious safeguarding matters are received and it is deemed that there is a public interest in doing so consideration will be given as to whether an interim prohibition order (IPO) should be put in place.

The TRA will continue to progress all cases but will not schedule any hearings at the current time.

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that any school or college 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. This will be more important than ever as more children and staff return. As such, schools and colleges must continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in [KCSIE](#). The SCR can, if a school or college chooses, provide the means to log everyone that will be working or volunteering in a school or college on any given day, including any staff who may be on loan from other institutions. The SCR can also, if a school or college chooses, be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.

MENTAL HEALTH

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

The guidance on [mental health and behaviour in schools](#) can help schools to identify children who might need additional support, and to put this support in place. The guidance sets out how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or oppositional; or excessive clinginess. Support for pupils and students in the current circumstances can include existing provision in the school or college (although this may be delivered in different ways, for example over the phone for those children still not attending provision) or from specialist staff or support services.

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 childrens' work. The department has provided separate [guidance on remote education practices](#) during the coronavirus outbreak.

ONLINE SAFETY IN SCHOOLS

As more children return it will be important that schools and colleges continue to provide a safe online environment for those who remain at home. Schools and colleges should continue to ensure that appropriate filters and monitoring systems (read [guidance on what "appropriate" looks like](#)) are in place to protect children when they are online on the school or college's IT systems. Schools and colleges should consider who in their institution has the technical knowledge to maintain safe IT arrangements. Schools and colleges should also consider what their contingency arrangements are if their IT staff become unavailable.

The [UK Council for Internet Safety](#) provides information to help governing bodies and proprietors assure themselves that any new arrangements continue to effectively safeguard children online.

Internet Matters [vulnerable children in a digital world-report](#) may help governing bodies, proprietors, senior leaders and DSLs understand more about the potential increased risks some groups of children can face online.

The [UK Safer Internet Centre's professional online safety helpline](#), email helpline@saferinternet.org.uk or telephone 0344 381 4772 provides support for the children's workforce with any online safety issues they face.

The [NSPCC Learning website](#) also provides useful support and training opportunities for professionals.

Our staff are aware of the signs of cyberbullying and other online risks and our filtering and monitoring software remains in use to safeguard and support children. Our staff will follow the process for online safety set out in our Safeguarding and Child Protection Policy.

Staff who interact with children online will continue to look out for signs a child may be at risk. If a staff member is concerned about a child, that staff member will follow the approach set out in this annex and report that concern to the DSL or to a deputy DSL.

ARRANGEMENTS TO KEEP CHILDREN NOT PHYSICALLY ATTENDING THE SCHOOL SAFE, ESPECIALLY ONLINE, AND HOW CONCERNS ABOUT THESE CHILDREN SHOULD BE PROGRESSED

All schools will inform parents of ongoing arrangements through their electronic platforms. All pupils have received relevant e-safety education whilst in school and have therefore been educated to a standard where online safety will have been covered.

Should a school have any concerns about any pupil's safety, including any online safety, whilst they are not physically attending the school, the DSSL/DDSL will follow normal safeguarding procedures.

All schools should be doing what they reasonably can to keep all of their children safe. In most cases, the majority of children will not be physically attending the school. 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 policy and where appropriate referrals should still be made to children's social care and, as required, the police.

The Department for Education is providing separate guidance on providing education remotely. It will set out four key areas that leaders should consider as part of any remote learning strategy. This includes the use of technology.

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All schools should consider the safety of their children when they are asked to work online. The starting point for online teaching should be the same principles as set out in the school's staff code of conduct. This should, amongst other things, include acceptable use of technologies, staff pupil / student relationships and communication, including the use of social media. The conduct should apply equally to any existing or new online and distance learning arrangements which have been introduced. We have considered it our existing expectations adequately reflect the new reality of so many children (and in some cases staff) working remotely online.

Shobnall Primary School ensures any use of online learning tools and systems is in line with privacy and data protection / GDPR requirements.

An essential part of the online planning process will be ensuring children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online.

Shobnall Primary School children were provided with the following emergency card on leaving school and are reminded of this by their teachers in their online leaning forum.



Reminders regarding online safety are added to the continued weekly updates for parents.

Shobnall Primary School is in regular contact with parents and carers. These communications are used to reinforce the importance of children being safe online. It is especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and who their child is going to be interacting with online.

Parents and carers may choose to supplement the school online offer with support from online companies and in some cases individual tutors. In our communications with parents, Shobnall Primary School will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children. Support for parents and carers to keep their children safe online includes:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and careers from the NSPCC

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- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers
- <https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers> links to the DfE Safeguarding in schools, colleges and other providers guidance that was published on 27th March 2020.

Government has also provided:

- [support for parents and carers to keep children safe from online harms](#), includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying
- [support to stay safe online](#) includes security and privacy settings, blocking unsuitable content, and parental controls

ESAS continue to be available

MONITORING AND REVIEW

This annex will be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

Any changes made to this annex will be communicated to all staff, parents and, where necessary, pupils.