COVID-19 arrangements for safeguarding and child protection at Shere Infant School & Nursery and Clandon Primary School

(Revised 18/06/20)

School name: Shere CE Infant School & Nursery and Clandon CE Primary School
Policy owner: Victoria Voller
Date: 28th May 2020 (Amended 18th June 2020)
Date shared with governors and trustees: 28th May 2020 (18th June 2020)
Date shared with staff: 1st June 2020 (18th June 2020)

This is also in line with DFE 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

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1. Context

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children who have a parent that is critical to the COVID-19 response and cannot be safely cared for at home.

As far as is reasonably possible Shere CE Infant School and Nursery and Clandon Primary School (our schools), will take a whole institution approach to safeguarding. This will allow us to satisfy ourselves that any new policies and processes in response to COVID-19 are not weakening our approach to safeguarding or undermining our child protection policy.

This addendum to our schools' Safeguarding, and Child Protection policies contains details of our individual safeguarding arrangements in the following areas:

2. Key contacts

Role	Name	Phone	email
Headteacher & Designated Safeguarding Lead (DSL)	Victoria Voller	07545817476	head@shere.surrey.sch.uk
Deputy Designated safeguarding lead (DDSL)	Alison Lagar	07713150619	alagar@shere.surrey.sch.uk
Deputy Designated safeguarding lead (DDSL)	Yvette Webb	07976631706	ywebb@shere.surrey.sch.uk
Chair of governors/trustee	Marsha Walton James Culmer	07766883296 07802723369	marshawalton44@gmail.com jandg@culmer.net
Safeguarding governor/trustee	Martin Edser	07960046868	martin.edser@btinternet.com

3.Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who are subject to a Child Protection Plan, a Child in Need Plan and those who are looked after by the Local Authority.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

The Headteacher and Designated Safeguarding Lead (and deputies) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Our schools will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be **Yvette Webb**

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk and/or there is a formal agreement with the social worker. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and our schools will explore the reasons for this directly with the parent. We as a school will ensure that all professionals involved with these vulnerable children, (e.g. social workers, SEND case workers, Early Help workers etc) are fully informed around the current attendance of the child (attending school or not) and if not attending school the arrangements that we have put in place around safeguarding this child.

Where parents are concerned about the risk of the child contracting COVID-19, our schools or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Our schools will encourage our vulnerable children and young people to attend a school, including remotely if needed.

In addition to this, the DSL (or DDSL) will consider the challenges as a result of Covid-19 in a child protection context and this is reflected in the child protection policy as appropriate.

4. Attendance monitoring **(Highlighted section amended 18/06/2020)**

Expectations of an Education Setting to track, identify and action non-attendance of vulnerable children and Automated Tracking Mechanism

We know that some families need more support than others and that attending education settings is an important protective factor for children receiving support. We also know that some families may over estimate their ability to cope in these extraordinary times.

All professionals need to be mindful that there will be some examples where the current Covid 19 pandemic could be used by families as a reason to avoid contact from professionals when the family may not be symptomatic and to prevent identification of safeguarding issues.

To ensure that appropriate action is taken to keep children safe and protected we require all education settings to identify through a new automated tracking mechanism the non-attendance of **vulnerable children that are expected to attend an education setting.**

Education settings must act by notifying the local authority on the first day of non-attendance and any day following, when a vulnerable child, that is expected to attend an education setting is absent, by using the following link to the Automated Tracking Mechanism:

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

Education settings must continue to take action as soon as they are aware of non-attendance using first day calling and other internal tracking and follow up procedures. Education settings must continue to inform relevant agencies (including Social Work Teams) and professionals of any concerns that require a response.

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 **or contact the C-SPA on 0300 470 9100.**

5. Designated Safeguarding Lead

Our schools have a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is Victoria Voller

The Deputy Designated Safeguarding Lead is Alison Lagar @ Shere and Yvette Webb @ Clandon.

A member of the DSL team will always be available during school hours. The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a designated senior member of staff will assume responsibility for co-ordinating safeguarding on site.

This might include 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 or college.

It is important that all our staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of who that person is and how to speak to them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

Refer to guidance Changes to Child Protection Conferences

Home School and Hub School DSL Safeguarding Responsibilities

(N.B Home School: school which pupil normally attends. Hub School: school which is physically open and children from other schools are attending.)

The Home School maintains responsibility for safeguarding children on roll.

The Home School must ensure that the Hub School has the contact details for their DSL. Each Home School DSL should have the contact details of the Hub School DSL.

Where there is a need to make a Request for Support to children's social care or to contact an allocated social worker, the Home School DSL retains responsibility for these tasks with support from the Hub School.

It is important for the Home School to provide any relevant safeguarding information relating to individual pupils to the Hub School DSL and other staff on a need to know basis.

- What information does the Hub School need to provide to the Home School?

The Hub School must provide a daily record of attendance to the Home School.

- What information does the Home School have to provide to the Hub School?

Confirmation from the Home School headteacher listing the staff that will be deployed and confirming that the relevant safer recruitment processes and checks have been carried out (DBS etc).

Operation Encompass Notifications from the police received by a DSL of a Home School about a child(ren) attending a Hub School need to be shared with the Hub School DSL.

6. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via C-SPA.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should continue to follow our normal procedures and alert the headteacher immediately.

In dealing with allegations or concerns against an adult, staff must:

Report any concerns about the conduct of any member of staff or volunteer to the Headteacher immediately.

If an allegation is made against the Headteacher, the concerns need to be raised with the Chair of Governors as soon as possible. If the Chair of Governors is not available, then the LADO should be contacted directly.

There may be situations when the Headteacher or Chair of Governors will want to involve the police immediately if the person is deemed to be an immediate risk to children or there is evidence of a possible criminal offence.

Once an allegation has been received by the Headteacher or Chair of Governors they will contact the LADO on 0300 123 1650 option 3 LADO Email: LADO@surreycc.gov.uk immediately and before taking any action or investigation.

Following consultation and advice from the LADO, the Headteacher or Chair of Governors will inform the parents of the allegation unless there is a good reason not to

In liaison with the LADO, the school will determine how to proceed and if necessary, the LADO will refer the matter to Children's Social Care and/or the police.

If the matter is investigated internally, the LADO will advise the school to seek guidance from local authority colleagues in following procedures set out in part 4 of 'Keeping Children Safe in Education' (2019) and the SSCP procedures.

7. Safeguarding Training and induction

(Highlighted section amended 18/06/2020)

Virtual DSL Training is being offered (in June & July) by Surrey County Council Education Safeguarding Team.

However, 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.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter our School, they will continue to be provided with a safeguarding induction.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that: -

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy (which will be similar to their current setting if a Surrey school), confirmation of local processes and confirmation of DSL arrangements.

8. Safer recruitment/volunteers 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. When recruiting new staff member, our schools will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2019) (KCSIE).

In response to COVID-19, 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.

Where our schools are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Our schools will continue to follow the 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, in line with advice from the LADO where appropriate.

Our schools will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school 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. As such, our schools will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE. The SCR can also, be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.

9. Online safety in schools and colleges

Our schools will continue to provide a safe environment, including online. This includes the use of appropriate filters and online monitoring systems.

Where children are using computers in school, appropriate supervision will be in place.

10. Children and online safety away from school and college

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.

Our schools 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; and the background should be blurred.
- 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 our schools to communicate with pupils.
- Staff should record, the length, time, date and attendance of any sessions held.

All staff at Shere Infant School & Nursery and Clandon School will be reminded of the following policies:

- Staff code of conduct
- Acceptable use policy
- Social media guidance

11. Supporting children not in school

Our schools are committed to ensuring the safety and wellbeing of all our children.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they should ensure that a robust communication plan is in place for that child or young person.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

Our schools and the DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The schools will share safeguarding messages on school websites and social media pages.

Our schools recognise that school is a protective factor for children and young people, and the current circumstances can affect the mental health of pupils and their parents/carers.

Staff at our schools need to be aware of this in setting expectations of pupils' work where they are at home.

Our schools will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

12. Supporting children in school

Our schools are committed to ensuring the safety and wellbeing of all our students.

Our schools will continue to be safe spaces for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Our schools will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19.

Our schools will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them.

13. Peer on Peer Abuse

Our schools recognise that during the closure a revised process may be required for managing any report of such abuse and supporting victims**.**

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within the Safeguarding Policy.

Our schools will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded, and appropriate referrals made.

All staff will be sent this additional policy to read and to will sign to say they have read and understood the content.

If staff are working from home, they will be asked to email confirming the above.