

Collaborating Schools Safeguarding Guidance March 2020

This local guidance is set out in accordance with KCSiE 2019 and recent DfE COVID-19 guidance and details additional procedures for safeguarding and child protection during the Covid-19 emergency response. It applies to **all staff** working in both sender and receiver schools.

Definitions

Collaborative School – single site for staff/ pupils from 2 or more schools

Receiver School – School of attendance for staff and pupils from sender schools

Sender School – The usual school where staff are employed/ pupils are on roll

This guidance should be

1. Followed by all sender and receiver schools
2. Implemented alongside the receiver school safeguarding policy, COVID-19 Safeguarding Policy addendum and any DfE or BCC guidance published after 31st March 2020

Key principles

1. Safeguarding responsibility for pupils attending a receiver school remains with the sender school
2. Lead DSL of the receiving school retains oversight of daily safeguarding duties and record keeping for all pupils attending the receiving school
3. Where an early years setting has informed of closure, the DSL should remain contactable by the receiver school.
4. **Pupils attending a collaborative school must be accompanied by appropriate numbers of staff with relevant knowledge and expertise to enable good transitions and engagement**
5. Receiver setting needs to ensure that they remain in ratio in line with EYFS requirements.
6. As a minimum, and ideally before the child arrives, the receiving institution should, as appropriate, have access to a vulnerable child`s EHCP, CIN plan, CP plan or PEP and know who the child`s social worker (and for looked after children, who the responsible Virtual School Head is)
7. Schools must ensure that all staff and volunteers know “on any given day” who their available DSL or deputy is and how to speak to them.

Key Contacts for Safeguarding and Child Protection

Please add to this table as needed to ensure Head Teacher, Lead DSL and Deputy DSL details for all schools represented are included.

	Name	Email	Phone no.
Head Teacher receiving school	Richard Baker	r.baker@stwilfrd.bham.sch.uk	01216753319
Lead DSL receiving school	Richard Baker	r.baker@stwilfrd.bham.sch.uk	01216753319
Deputy DSL receiving school	Lucy Husted	l.husted@stwilfrd.bham.sch.uk	01216753319
	Sarah Taylor	s.taylor@stwilfrd.bham.sch.uk	012167543319
Head Teacher sender school			
Lead DSL sender school			
Deputy DSL sender school			

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1.0 Guidance Purpose

1.1 The Purpose of this guidance is to ensure that:

- Safeguarding practice across all collaborative/hub schools remains consistent
- Good communication between sender, receiving, collaborating/hub schools is maintained
- All children placed in all settings are safe and feel safe

1.2 Safeguarding and promoting the welfare of children remains **everyone's responsibility**. Consequently, everyone who comes into contact with our children, whether it is those in our settings during this 'time of closure' or those students working from home, has a role to play in safeguarding and child protection. In doing so, all staff and volunteers should make sure their approach is child centred. This means that they should consider, at all times, **what is in the best interests of the child**.

2.0 Procedures in respect of Child Concerns:

- 2.1 Child abuse exists where children have been physically or emotionally abused or severely neglected. During the emergency Covid-19 measures, the majority of our student population will not be seen by school staff, therefore it is essential that everyone is observant and listening to the voice of the child during any contact.
- 2.2 Despite the emergency nature of the current situation everyone in a collaborative/hub school has a role of recognising and responding to potential indicators of abuse and neglect. Safeguarding and promoting the welfare of children is everyone's responsibility. Where there are concerns, early contact and close liaison with statutory agencies are regarded as essential.
- 2.3 **For all children coming into collaborative/hub school, with a known safeguarding or child protection need, a summary of needs, interventions and social worker/family support worker's contact details MUST be provided by the sender school DSL team.**
- 2.4 In the event of an actual or suspected case of child abuse by adults, parents, or any other adult, it is the responsibility of staff to **report this to the receiving school's Designated Safeguarding Lead (DSL) as soon as possible**. It is important that if staff overhear children discussing 'abuse' or 'neglect' that this information is relayed for investigation.
- 2.5 The Designated Safeguarding Lead (DSL) of the receiving school is responsible for:
- Ensuring that all children including all children with SEND within the setting are listened to and safeguarding needs for pupils are identified in line with Right Help Right Time.

- Ensuring communication with the lead DSL of the sender school and partner agencies is effective.
- Safeguarding files clearly document all safeguarding intervention whilst at the receiver school.
- Receiver school staff receive support and safeguarding supervision.
- Once pupils return to their settings, safeguarding files are transferred to the sender school in a timely manner.

2.6 The sender school Designated Safeguarding Lead (DSL) will ensure:

- Important information is provided on day one, including emergency contact details, dietary requirements and medical needs to safeguard the health, safety and welfare of children.
- Sender school staff receive support and safeguarding supervision.
- Attendance at any strategy discussions, ICPCs, reviews called by the Local Authority by Skype or other means of social distancing and may call on appropriate members of staff for reports.

2.7 A confidential register will be maintained by the receiving school of all those students known to be at risk.

2.8 A 'Bound Book' must be initiated, and all concerns recorded in this document in chronological order. The Bound Book will have the following headings:

- Incident reference number
- Name of child
- Date of incident
- Time concern was reported
- Who reported concern

2.9 A separate 'Child Safeguarding' file will be maintained for each child, all reports of concerns, details of contacts, referrals and actions will be recorded within this file:

- Where the receiving School uses an electronic system and the student is from the receiving School – the student file will be maintained on the electronic system, but the notice of concern also recorded in the Bound Book.
- Where the student is enrolled in another setting the safeguarding file will be held on paper and stored in a locked cabinet. Notice of Concerns will be recorded in the receiving school's bound book.

2.10 The Child Safeguarding File will consist of:

- The demographic details for the child
- A file chronology form
- A body map chronology form
- Completed notice of concern form
- Referral documents
- Meeting notes and correspondence

2.11 The Safeguarding file will return to the home school of the pupil when normal education services are allowed, and this file will be uploaded to the safeguarding systems of that school. The Bound Book will be retained and archived in the collaborative/hub school until 2045.

3.0 Online Safety

3.1 It is essential that children are safeguarded from potentially harmful and inappropriate communications and online material. As such, the receiving school must ensure appropriate procedures, filters and monitoring systems are in place for all pupils in accordance with the following policies:

- E-Safety
- Web Filtering and Device Monitoring

4.0 Allegations against Members of Staff

4.1 Reporting allegations against a member of staff should be done in line with BSCP guidelines <http://www.lscpbirmingham.org.uk/lado>.

4.2 For early years settings all allegations against a member of staff should be reported to LADO, the appropriate regulatory body and relevant childminding agencies

5.0 Appendices

Appendix 1 - [Demographic Sheet for Safeguarding File](#)

Appendix 2 - [Safeguarding File - Chronology Sheet](#)

Appendix 3 - [Body Map Chronology Form](#)

In addition, please find below the Body Map Chronology Form for Early Years;



body map
chronology form for E

Appendix 4 - [Notice of Concern Form](#)