

Lavant CE Primary School



COVID-19 school closure arrangements for Safeguarding and Child Protection policy annex

JANUARY 2021

Date adopted: 18th January 2021

Date shared with staff: 19th January 2021

Date shared with Governors: 25th January 2021

This policy is for use during the COVID-19 school closure from 5th January 2021 only

1. Context

From 5th January 2021 government guidance requires all schools to partially close for the period of interim COVID-19 arrangements.

On 7th January 2021 The Department for Education issued 'Restricting attendance during the national lockdown: schools. Guidance for all schools in England'.¹

Page 39 of that guidance indicates that schools and colleges should review their child protection policies to reflect the move to remote education for pupils who are not attending school.

This annex does not cover all the other areas in the 'Restricted Attendance guidance' for example, parents and carers who are critical workers, wearing of face coverings, or good respiratory hygiene. Schools and colleges should review the guidance and ensure it is adapted to suit the needs of their particular setting.

This annex is supplementary guidance for the period of lockdown '3', January 2021 only. During this period All schools and colleges MUST CONTINUE to have regard for the statutory guidance Keeping Children Safe in Education 2020²

¹

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf

² <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

2. COVID19 January 2021 annex for your current child protection policy.

This annex of the Lavant C.E. Primary School Safeguarding, and Child Protection policy will take effect 18th January and remain in place during this period of time and will be reviewed as government policy and guidance changes.

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3. Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Adrian King	01243 527382	head@lavant.w-sussex.sch.uk
Deputy Designated Safeguarding Lead	Daniel Taylor	01243 527382	deputy@lavant.w-sussex.sch.uk
Headteacher	Adrian King	01243 527382	head@lavant.w-sussex.sch.uk
Chair of Governors	Chris Hawker	07977411232	chawker@lavant.w-sussex.sch.uk
MASH WSCC		01403 229900 (Out of Hours – 0330 222 6664)	Referrals to MASH should be made on the following web-based forms which can be accessed here: Adults - https://www.westsussex.gov.uk/raiseaconcernaboutanadult Children’s - www.westsussex.gov.uk/Raiseaconcernaboutachild Referrals can also be made by telephone to 01403 229900
LADO	Miriam Williams Donna Tomlinson Assistant LADO: Sally Arbuckle	0330 222 6450 (9am - 5pm) (Out of Hours – 0330 222 6664)	LADO@westsussex.gov.uk
Safeguarding in Education		0330 222 4030	safeguarding.education@westsussex.gov.uk

Additional school contacts regarding safeguarding and CP during school partial closure:

Role	Name	Contact	Email
Learning Mentor	Sharon Jones	01243 527382	sjones@lavant.w-sussex.sch.uk
Learning Mentor	Lindsey Morgan	01243 527382	lmorgan@lavant.w-sussex.sch.uk
SENDCo	Jane Everard	01243 527382	jeverard@lavant.w-sussex.sch.uk

3. Staff Resilience – School Safeguarding Team

It is expected that our school will have a trained DSL (or deputy) available on site. However, it is recognised that on occasions there may be operational challenges to this. In such cases, a trained DSL (or deputy) from the school can be available to be contacted via phone or online video.

Should we not have a DSL available on the telephone, the member of staff operationally in charge of the school at that time will be responsible for co-ordinating safeguarding on site.

If we are aware we may face the possibility of not having a DSL available either on the school site, on the telephone, we will ensure a trained DSL is available from another school.

If all options are not possible, we will make immediate contact with the WSCC Safeguarding in Education Team on 0330 222 4030 or email safeguarding.education@westsussex.gov.uk for advice and support.

4. Capacity of DSL team in our school

Lavant CE Primary School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Adrian King

The Deputy Designated Safeguarding Lead is: Daniel Taylor

Contact details for these are: as above

All regular duties of the Safeguarding and Child Protection team in our school will remain during this period of lockdown in order to protect all of children and young people, whether they are attending school or accessing learning remotely.

This will include:

- Managing concerns raised
- Updating and managing access to safeguarding and child protection records by liaising with the offsite DSL (or deputy)
- Undertaking risk assessments for all pupils as necessary
Co-ordinating safeguarding provision and checks for all vulnerable pupils on and off site
- Liaising with children's social workers where they require access to children to carry out statutory assessments at the school or college and engaging with key safeguarding partners when requested, in an appropriate and safe manner.

5. Safeguarding Training and Induction

Keeping Children Safe in Education 2020 states:

72. The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

73. In addition to their formal training as set out above, their knowledge and skills should be updated (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.

5.1 DSL Training

Our school recognises both DSL induction and refresher courses have been made available by WSCC as on-line courses and which can only be booked via the Safeguarding in Education pages on the West Sussex Service for Schools Site. We will ensure all our DSLs are trained within their two-year cycle.³

Our school will also consider if we need to train additional DSLs to mitigate the risk of the majority of our DSL team being away from work and not contactable.

5.2 Continual Professional Development

We also recognise the Safeguarding in Education pages on West Sussex Service for Schools contain many resources for DSL continual professional development, including a digital library and other relevant information.

5.3 The DSL training dates for our staff are:

Name of staff member	Type of training and date of issue	Role in school
Mr Adrian King	DSL WSCC training 18 th September 2019	Head teacher DSL

³ <https://schools.westsussex.gov.uk/>

Mr Daniel Taylor	DSL WSCC training 18 th September 2019	Deputy Head teacher Deputy DSL
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5.4 Staff training

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). All staff are aware of WSCC procedures for referral and have access to key contacts to do this.

Any new staff, including volunteers, who join the school will receive full safeguarding training.

5.5 Raising a Safeguarding Concern

All staff will continue to follow the normal processes as outlined in our child protection and safeguarding policy for raising safeguarding concerns about any child or young person, whether they attend our school or receive education elsewhere.

6. Vulnerable children

The Department for Education have identified vulnerable children as those who⁴:

1. 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
2. have an education, health and care (EHC) plan
3. 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

6.1 Identifying our Vulnerable Children

Our school will use the above definitions to identify our vulnerable children. We will generate a confidential system, accessed only by those who need to know, so we can identify each vulnerable child and monitor attendance and other concerns.

⁴ <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision#vulnerable-children-and-young-people>

We recognise in the DfE guidance that all schools and colleges are expected to allow and strongly encourage vulnerable children and young people to attend and that parents/carers of vulnerable children and young people are strongly encouraged to take up the place.

Our school will support this by offering all children classed as 'vulnerable' a place to be educated in school. If for any reason it is not appropriate for the child to be in school, regular contact will be maintained by weekly telephone / zoom calls. This may be by the Head teacher, class teacher, learning mentor or SENDCo

6.2 Identifying Our Vulnerable Children

Appendix A below is a suggested way in which you can identify your vulnerable children and a means to monitor attendance and / or contact with the child and families.

6.3 Supporting Our Vulnerable Children who are attending school

We will continue with our normal processes of supporting our vulnerable children when they are at school. This will include using such tools as 'Day in My Life' as necessary.

6.4 Hearing the Voice of the Child

Our school is very aware that the usual members of staff, whom children and young people may go to when needing to share their worries, may not be physically present at school or immediately available due to self-isolating etc. We will ensure all of our children and young people know who they can go to should they have worries if their usual staff member is unavailable.

6.5 Vulnerable Children Not Attending

If any of our vulnerable children and young people do not attend, our school / college will:

- work together with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance considering the child's circumstances and their best interests
- work together with the local authority and social worker (where applicable) and other relevant partners to encourage the child or young person to attend educational provision, particularly where the social worker agrees that the child or young person's attendance would be appropriate
- Maximise the opportunities to understand the lived experience of all of our children who are not attending during lockdown, and particularly those who we recognise are vulnerable.

6.6 Leave of Absence

Latest guidance states vulnerable children are still expected to attend school full time, they should not be marked as Code X if they are not in school (except if they are shielding, self-isolating or quarantining). If the parent of a vulnerable child wishes their child to be absent, the parent should let the school know.

The Department of Education expects schools to grant applications for leave of absence given the exceptional circumstances. This should be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.

Where our school / college grants a leave of absence to a vulnerable child or young person we will still speak to parents and carers, and social workers (where applicable) to explore the reasons for this and any concerns raised. The discussions should focus on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home.

Where providers have had to temporarily stop on-site provision on public health advice, they should inform the local authority to discuss alternative arrangements for vulnerable children and young people and work towards welcoming back pupils as soon as possible, where feasible to do so.

Our school will work collaboratively with other schools and education providers and other local partners

(including the local authority, social workers, police, youth services, key workers etc.) to maximise opportunities for face-to-face provision for vulnerable children.

Our school / college will continually review the safeguarding risks to our vulnerable children and young people and will raise concerns with Early Help and / or MASH when and where relevant.

7. Recruitment, Supply and other temporary staff or peripatetic teachers

Our school will follow our normal procedures for safer recruitment and will continue to undertake all necessary safeguarding and right to work checks for any new members of staff, supply cover or other temporary staff, including volunteers, who come into our school or college.

7.1 Lateral Flow or other testing – volunteers

We will ensure that any volunteers who attend our school to assist with lateral flow testing, or any other testing, will be subject to the same safer-recruiting checks as any other volunteer. If that is not possible in the time frames available to complete all of those checks then those volunteers will be supervised by school staff, who do have the relevant checks in place, at all times.

8. Remote Education

Our school recognises the temporary continuity direction⁵ which makes it clear that schools and colleges have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19)

9. Delivering Remote Education Safely and Safeguarding

Appendix B of this Annex outlines how our school and college will deliver remote education safely.

10. Pupil wellbeing and Support

Our school recognise that our children and young people may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust, either to a return to learning at home or being in school without their peers, and some may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be content with the change in circumstances.

The return to remote learning for most will limit pupils' social interaction with their peers, carers and teachers, which may have an impact on wellbeing.

In order to support our pupils' wellbeing, we will work with our children, families and partner agencies to support our children and young people. (Please see Appendix C for further information).

11. Support from the Local Authority

The WSCC Safeguarding in Education Team are offering daily safeguarding support to schools and can be contacted by:

Phone - 0330 222 4030

Email - safeguarding.education@westsussex.gov.uk

⁵ <https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note>

Appendix A – Identifying Vulnerable Children template

Monitoring Our Vulnerable Children					
Name	Reason for Vulnerable	Place accepted Y/N?	Reasons provided by parent / carer if Not attending	If not attending – engagement plan	Log of concerns and contact details added to safeguarding file and date added.
A	Emerging concerns around mental health	Y			
B	Child in Need Plan	N	Mum states she can manage the child at home. Mum is furloughed and can support learning.	<ol style="list-style-type: none"> 1. Weekly contact by DSL and social worker to monitor and identify any escalations in risk. 2. Monitor learning with at least weekly contact by class teacher. 3. Weekly call from the school Learning mentor 	
C	Child cannot access remote learning	N	Mum states they are asking family for a tablet or laptop.	School are sending learning home. School will monitor and discuss progress with mum. School are also trying to resource a laptop.	

Appendix B - Delivering Remote Education Safely

Lavant C.E. Primary School - Remote learning policy

Written	October 2020
Updated:	January 2021

Next review due by:	July 2021
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1. Aims

This remote learning policy for staff aims to:

- › Ensure consistency in the approach to remote learning for pupils who aren't in school
- › Set out expectations for all members of the school community with regards to remote learning
- › Provide appropriate guidelines for data protection

2. Roles and responsibilities

2.1 Teachers

When providing remote learning, teachers must be available between normal school hours.

If they're unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for the following:

Setting work :

- Teachers must set work for their class on their usual working days
 - Key Stage 1: 3 hours a day on average across the cohort, with less for younger children
 - Key Stage 2: 4 hours a day
- Each teacher will set a daily maths and English / learning journey activity, including spelling, reading and times tables tasks.
- A maths and English / LJ teaching input should be recorded and uploaded to the relevant learning platform daily. To support these videos, teachers may provide links to other online resources (e.g. Oak academy)
- Work should be uploaded onto the class learning platform and class page on the school website.
Wrens – Tapestry
Robins, Woodpeckers, Pheasants – SeeSaw.
Pupils with limited access to devices can request paper copies of work to be collected from school or delivered to the pupil's home.
- All work must be set by 8:45am in the morning
- Class zoom meetings will be planned twice a week. These will have an emotional wellbeing focus. Either an additional member of staff, or a staff governor will attend each Zoom meeting.

Providing feedback on work:

- Pupils/parent will be encouraged to upload images of completed work.
- If online options are not available, parents may drop off work to school to be looked at by a teacher when possible.
- Individual comments will be given to pupils, including whole class feedback.
- Pupils isolating will be contacted weekly by a member of staff by phone. Additional email communication may take place, using the class email accounts if necessary.
- Class emails will usually be answered within working hours. Teaching staff are not expect to reply to emails outside of working hours.
- The Head teacher and Deputy head teacher will be available via phone or email if any parent has a query or concern. The HT is able to access all class emails to monitor / safeguard, teachers email communication with parents.
- Pupils not engaging with online work will be contacted by phone to discuss how we can engage them in learning tasks.

Weekly staff zoom meetings with other teachers, including those teaching in school, will ensure consistency across classes and to make sure pupils with limited access to devices can still complete the work

Attending virtual meetings with staff, parents and pupils:

Guidance for setting up a meeting

- Use a different personal meeting ID for each meeting
- Ensure your meeting is password protected
- Enable waiting room - don't allow attendees to join before host
- Ensure host and visitors video is 'on'
- Ensure you know how to Mute attendees
- Turn screen sharing off
- Don't publicise your meeting's link on social media
- Don't take screen shots of everyone
- Tell people what the Plan B is (ie. if you do have to abort the meeting where will the meeting move to and how can people rejoin)

For Zoom sessions to be successful and safe, teachers and parents will need to agree to the following guidance for live zoom sessions:

- Links to the session cannot be shared with anyone not on the original email distribution list
- All participants must be dressed appropriately (no pyjamas), check the background to your image to ensure it is appropriate and contains no personal or inappropriate material.
- 'Normal' classroom expectations of behaviour will apply
- No one is to record or share any images from the video conference lesson you are taking part in.
- Ensure you know how to turn off your microphone and video in case you need to do this at any point during the zoom session
- If there is a large amount of background noise, please turn off your microphone

2.2 Teaching assistants

When assisting with remote learning, teaching assistants must be available between usual working school hours.

If they are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When assisting with remote learning, teaching assistants are responsible for:

- Compiling paper packs of work set by the class teacher
- Preparing resources / materials for display.
- Attending virtual meetings with teachers, parents and pupils
- If teaching assistants are working in school, they will be assigned a group of children to support. This may not be their usual class.
- Teaching assistants may be asked to completed CPD tasks remotely from home during their usual working hours.

2.3 Subject leads

Alongside their teaching responsibilities, subject leads are responsible for:

- Considering whether any aspects of the subject curriculum need to change to accommodate remote learning
- Working with teachers teaching their subject remotely to make sure all work set is appropriate and consistent
- Working with other subject leads and senior leaders to make sure work set remotely across all subjects is appropriate and consistent, and deadlines are being set an appropriate distance away from each other
- Alerting teachers to resources they can use to teach their subject remotely

2.4 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

- Co-ordinating the remote learning approach across the school
- Monitoring the effectiveness of remote learning through regular meetings with teachers and subject leaders, reviewing work set or reaching out for feedback from pupils and parents

- › Monitoring the security of remote learning systems, including data protection and safeguarding considerations

2.5 Pupils and parents

Staff can expect pupils learning remotely to:

- › Be contactable during the school day – although consider they may not always be in front of a device the entire time
- › Complete work to the deadline set by teachers
- › Seek help if they need it, from teachers or teaching assistants
- › Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

- › Make the school aware if their child is sick or otherwise can't complete work. Ensure their child adheres to the zoom protocols
- › Seek help from the school if they need it
- › Be respectful when making any concerns known to staff
- › Support children, where possible, to access their learning

2.6 Governing board

The governing board is responsible for:

- › Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible
- › Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

3. Who to contact

If staff have any questions or concerns about remote learning, they should contact the following individuals:

- › Issues in setting work – talk to the relevant subject lead or member of senior leadership
- › Issues with behaviour – talk to the Head teacher (Adrian King)
- › Issues with their own workload or wellbeing – talk to the Head teacher (Adrian King)
- › Concerns about data protection – talk to Bursar (Sian Kemp)
- › Concerns about safeguarding – talk to the DSL (Adrian King / Dan Taylor)

4. Data protection

4.1 Accessing personal data

When accessing personal data for remote learning purposes, all staff members will:

Work from our remote server and ensure personal information is not stored on personal devices.

4.2 Processing personal data

Staff members may need to collect and/or share personal data such as email addresses as part of the remote learning system. As long as this processing is necessary for the school's official functions, individuals won't need to give permission for this to happen.

However, staff are reminded to collect and/or share as little personal data as possible online.

4.3 Keeping devices secure

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- › Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- › Ensuring the portable hardware and memory devices are encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- › Making sure the device locks if left inactive for a period of time
- › Not sharing the device among family or friends

5. Safeguarding

The schools Safeguarding policy (2020 / 21) will continue to take effect. If neither the school's DSL or Deputy DSL is contactable, Mrs. Gillian Moss (Headteacher at West Dean CE Primary School) will support in all safeguarding matters.

6. Monitoring arrangements

This policy will be reviewed in July 2021 by the Headteacher. At every review, it will be approved by the full governing body.

Links with other policies

This policy is linked to our:

- Behaviour policy
- Safeguarding /Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

Appendix C – Children Requiring Mental Health Support

1. We recognise our school has an important role to play in supporting the mental health and wellbeing of our pupils.
2. We recognise mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Our school has two Emotional Well-being Leads and they are Mrs Lindsey Morgan and Mrs Sharon Jones

As a school we will have a clear system and process in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. We will make sure all staff and volunteers are aware of our system.

1. Where there are concerns about the mental health, wellbeing and safeguarding of a child, staff will immediately discuss those concerns with the Designated Safeguarding Lead.
2. We are aware of recent government publications:
 - [Preventing and tackling bullying](#),⁶
 - [Mental health and behaviour in schools](#),⁷ and
 - [Promoting children and young people's emotional health and wellbeing](#)⁸.
3. Our staff are aware of the West Sussex Community Mental Health Liaison Service <https://www.sussexpartnership.nhs.uk/west-sussex-cmhl-service#:~:text=The%20new%20Community%20Mental%20Health,to%20moderate%20mental%20health%20conditions> who provide an early intervention and prevention service for professionals who are working with young people under the age of 18, and are concerned about a young person's mental health and wellbeing. This service is available to our school.
4. We are aware that we can obtain advice and support from School Nursing Service <https://www.sussexcommunity.nhs.uk/downloads/services/west-sussex-school-nursing/west-sussex-school-nursing-leaflet.pdf>
5. We are also aware of the resources available to our school from the Mentally Healthy Schools website <https://www.mentallyhealthyschools.org.uk/>

Self-Harm Guidance for Schools

Managing self-harm guidance and tool kit for schools in West Sussex has recently been created with the latest information and resources to help recognise the signs, identify risks and access the support available.

We recognise that [Self-Harm Guidance for schools](#) is available to anyone working in education, to support staff when dealing with students who self-harm, or are at risk of intentionally harming themselves.

⁶

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

⁷ <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

⁸ <https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>