



**COVID-19 school closure arrangements for  
Safeguarding and Child Protection at Georgian  
Gardens Community Primary School**

**Georgian Gardens: Georgian Gardens Community Primary School**

**Policy owner: C. Lewis**

**Date: 15/01/2021**

**Date shared with staff:**

**1. Context**

From 4<sup>th</sup> January 2021 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 whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Georgian Gardens Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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**Key Contacts**

<b>Role</b>	<b>Name</b>	<b>Contact Details</b>
Designated Safeguarding Lead	Mrs Claire Lewis (Assistant Head, Inclusion)	clewis@georgiangardens.co.uk
Deputy Designated Safeguarding Lead	Miss Amie Bowers (Headteacher)	office@georgiangardens.w-sussex.sch.uk
Safeguarding Team	Mrs Rebecca Stables (Business Manager) Miss Claire Lewry Family Support Manager) Mrs Paula Trahern (Assistant Head) Ms Gina Watts (Learning & Behaviour Mentor)	SBM@georgiangardens.co.uk clewry@georgiangardens.co.uk ptrahern@georgiangardens.co.uk gwatts@georgiangardens.co.uk
Safeguarding Governor	Mrs Heather Ward	office@georgiangardens.w-sussex.sch.uk

## Vulnerable Children

The current Department for Education guidance states that vulnerable children and young people include those who:

- 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
- have an education, health and care (EHC) plan
- 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

## Children with EHC Plans

Those with an EHCP no longer need to be risk-assessed by Georgian Gardens in consultation with the local authority (LA) and parents. However, this is something we have continued to do with our parents. This is in order to decide whether they need to continue to be offered a school 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 EHCP can safely remain at home. Guidance issued by the Director for Education for West Sussex Local Authority on 15/01/2021 is that *"Currently there is no requirement on families to accept the offer of face to face learning for their child/young person with an EHCP. As with all the actions associated with this challenging situation the key is for education providers and families to discuss this together and agree an approach all feel comfortable with."* However, as a school *"the statute associated with the delivery of the provision in EHCPs has not changed. Therefore, the legal position is that all the provision must be made. This may be difficult to achieve in the same way for pupils both in and out of school. It is therefore important that the analysis and agreement about provision delivery are a joint discussion between family and setting (and any other relevant professional) to enable you to arrive at a plan that all parties are happy with."*

The risk assessments completed take into account:

- the potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This must be on an individual basis with advice from an appropriate health professional where required
- the risk to the individual if some or all elements of their EHCP cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or in the usual setting
- the ability of the individual's parents or home to ensure their health and care needs can be met safely
- the potential impact to the individual's wellbeing of changes to routine or the way in which provision is delivered.

### **Other Vulnerable Groups**

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

Senior leaders, especially the Designated Safeguarding Lead, Deputy Designated Safeguarding Lead, and the Family Support Manager 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.

Georgian Gardens 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: Mrs Claire Lewis

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. 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 Georgian Gardens will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Georgian Gardens or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

All families with a child or children with an EHC Plan, a Social Worker or vulnerable families will receive a well being check a minimum of once per week by the Designated Safeguarding Lead or the Family Support Manager. This will be through text, email or phone conversations.

All children who are entitled to free school meals will be provided with a packed lunch in the form of a packed lunch hamper and/or shopping vouchers to the equivalent value.

### **Attendance monitoring**

Local authorities and education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. The Department for Education has issued schools with guidance on how to report absences based on vulnerability.

Georgian Gardens and Social Workers will agree with parents/carers whether children in need should be attending school. They will then follow up on any pupil with parents and their Social Worker that they were expecting to attend, who does not.

### **What will attendance monitoring look like at Georgian Gardens?**

To support the above, Georgian Gardens will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, Georgian Gardens will notify their social worker.

### **Designated Safeguarding Lead**

Georgian Gardens school has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Mrs Claire Lewis

The Deputy Designated Safeguarding Lead is: Miss Amie Bowers

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL will be available to be contacted via phone or online video - for example when working from home (DSL and Family Support Manager in the first instance).

The DSL will be mostly onsite and Family Support Manager will be on site 2 days a week in order to facilitate the safeguarding of children both in and out of school. They will be updating and managing access to child protection online management system, Edukey and liaising with the Safeguarding Team. They will be completing welfare checks a minimum of weekly. They will also be liaising with Family Support Workers (Early Help) and children's social workers where they require access to children in need and/or to carry out statutory assessments at the school. The DSL and Family Support Manager will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

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

### **Reporting a concern**

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding and Child Protection Policy, this includes making a report via Edukey, which can be done remotely either online or via the Safeguard My School App.

In the unlikely event that a member of staff cannot access Edukey or Safeguard my School from home, they should email the Designated Safeguarding Lead. This will ensure that the concern is received.

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 report the concern to the headteacher within 24 hours. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher. If the headteacher is not available, staff should contact the Designated Safeguarding Lead.

Concerns around the Headteacher should be directed to the Chair of Governors:  
Rosemary Cornish

### **Safeguarding Training and induction**

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

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 (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Although unlikely given the present situation, if new staff are recruited, or new volunteers enter Georgian Gardens, 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

For movement within the Angmering Locality, schools should seek assurance from the Headteacher of their 'home' school that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

## **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, Georgian Gardens 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 (2020) (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 Georgian Gardens are not currently utilising volunteers, however, if this changes, 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.

Georgian Gardens 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.

Georgian Gardens 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](mailto: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, Georgian Gardens will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

## **Online safety in schools and colleges**

Georgian Gardens will continue to provide a safe environment, including online. This includes the use of an online filtering system.

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

## **Children and online safety away from 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 (Multi Agency Safeguarding Hub 01403 229900) and as required, the police.

Online teaching should follow the same principles as set out in the Acceptable Use Policy and Remote Learning Policy..

Georgian Gardens will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

At present, live lessons are a contact in the form of an assembly for wellbeing. There are always two members of staff present, one of whom will be in school with children in attendance. Pre-recorded videos are being used on Seesaw to support teaching and learning.

Below are some things to consider if/when delivering virtual assemblies or pre-recorded videos, especially where webcams are involved:

- No 1:1s, groups only
- 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 could 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 Georgian Gardens to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

### **Supporting children not in school**

Georgian Gardens is committed to ensuring the safety and wellbeing of all its Children and Young people.

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.

Details of this plan must be recorded on Edukey in the Meeting Log, as a record of contact made.

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

Georgian Gardens and its 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 and/or Family Support Manager will consider any referrals as appropriate.

The school will share safeguarding messages on its website, social media pages and through the use of School Ping.

Georgian Gardens recognises 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. Teachers at Georgian Gardens need to be aware of this in setting expectations of pupils' work where they are at home.

Georgian Gardens 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.

### **Supporting children in school**

Georgian Gardens is committed to ensuring the safety and wellbeing of all its students.

Georgian Gardens will continue to be a safe space 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.

Georgian Gardens 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 COVID19.

Where Georgian Gardens has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the Governors and Local Authority.

### **Peer on Peer Abuse**

Georgian Gardens recognises 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 of the Safeguarding & Child Protection Policy.

The school 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 on Edukey and appropriate referrals made.

### COVID-19 Risk Assessment

#### Is a specific pupil or student safer at the education provision or at home?

Student Details				
Name:	DOB:	Education provision: Georgian Gardens C. P. School		
Does the pupil or student have an EHC plan? <b>Yes</b>	Does the pupil or student have a social worker? <b>No</b>	Do parent (s)/ carer (s) believe the pupil or student is safer at the educational provision or at home? <b>Home</b>		
Assessing Risk				
POSSIBLE RISK	PERSONS AT RISK	CONTROL MEASURES	COMMENTS/ACTIONS	RISK RATING
Support For Personal Care	Parent/Carer/YP	<ul style="list-style-type: none"> <li>Check with parents and carers if personal care needs can be met independently</li> <li>If cannot be met independently, ensure adequate support is available in the home</li> </ul>	Complete checks during initial phone call home	Low
Accessibility of School Work	YP	<ul style="list-style-type: none"> <li>Work provided by teaching staff must be differentiated</li> <li>Parents will support where additional adult is required</li> <li>Parents to provide life skills opportunities throughout the day</li> </ul>	Suggestions for life skills activities emailed to all parents	Low/Medium
Sensory Overload	YP	<ul style="list-style-type: none"> <li>Parents to concentrate on Core subjects of English, Maths and Science</li> <li>Parents to monitor YPs sensory needs and reduce pressure where appropriate</li> </ul>	Will send guidance to parents on expectations	Low/Medium
Anxiety	YP	<ul style="list-style-type: none"> <li>School to provide resources to support structure and routine</li> <li>School to ask parents if they require support with social story around coronavirus</li> <li>School to discuss during weekly check ins</li> </ul>	Visual timetables to be sent to all students with EHCP	Low/Medium
Child Protection/Pastoral Concerns	YP/Parent/Carer	<ul style="list-style-type: none"> <li>School to complete weekly check in to check if parents are coping with demands of YP</li> <li>School to signpost pastoral support available from school</li> <li>School to signpost external services</li> </ul>		Low/Medium
<b>Outcome of Assessment: Decision which best fits the best interests of the child</b> <i>(At this point, there should be consideration given to whether the child's parent is a key worker)</i>				
<b>Family conclusion:</b>		<b>Education conclusion:</b>		<b>Overall conclusion:</b>
Communication with Local Authority				
Local Authority been informed of the joint decision?			Date informed:	