Child protection and safeguarding:

COVID-19 school closure arrangements for Safeguarding and Child Protection addendum

Stanstead Nursery and Primary School

Approved by:	C.Lindsay0115 9156300	**Date:**	01/2021
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Next review due by:	July 2021		

Contents

Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Claire Lindsay	0115 9156300 head@beestonfields.notts.sch.uk
Deputy DSL	Tanya Smith	0115 9156300 tanya.smith@stanstead.nottingham.sch.uk
Deputy DSL	Rachel Carter	0115 9156300 rachel.carter@stanstead.nottingham.sch.uk

ROLE	NAME	CONTACT DETAILS
Other contactable DSL(s) and/or deputy DSL(s): DSL at: Hucknall Flying High Academy Hillside Primary and Nursery	Karl Klowery Rhian Richardson	0115 7012020 head@hucknallfha.co.uk 0115 8401477 head@hillsideprimary.com
Headteacher	Claire Lindsay	0115 9156300 head@beestonfields.notts.sch.uk
Local authority designated officer (LADO)	Tina Wright	0115 8765501 Tina.wrigth@nottinghamcity.gov.uk
Chair of governors		Debbie.inglis@stanstead.nottingham.sch.uk
Trust Safeguarding Lead	Pete Wilkes	07375 513011 pwilkes@flyinghightrust.co.uk

Context

From 5th January 2021 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children who are deemed to be vulnerable and the children of workers critical to the COVID-19 and EU Transition response - who absolutely need to attend.

This addendum of the Stanstead Nursery and Primary School Child Protection policy contains details of our individual safeguarding arrangements during school closure.

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our 3 local safeguarding partners NSCP and local authority (LA) Nottingham City Council

It sets out changes to our normal child protection policy in light of the Department for Education's guidance Restricting Attendance during the national lockdown: Schools, and should be read in conjunction with that policy.

Vulnerable Children

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' set out in **Children of critical workers and vulnerable children who can access schools or educational settings**, includes 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 (children of concern) 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

> 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 (and deputy) 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 and within the otherwise vulnerable (children of concern) category outlined above.

> Schools are expected to allow and strongly encourage vulnerable children to attend. Parents/carers of vulnerable children and young people are strongly encouraged to take up the place.

> Stanstead Nursery and Primary School 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: Claire Lindsay

> If vulnerable children do not attend, schools should:

- 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 to attend school, particularly where the social worker agrees that the child's attendance would be appropriate

> Where school grants a leave of absence to a vulnerable child they should 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 and ensure that the child is able to access remote learning and support while they are at home.

> Based on the level of need/concern, determine a 'contact plan' for 'checking in', and this 'checking in' should include at least a phone call, and preferably a video call [*1]. The frequency of this 'checking in' will vary from 1-3 days but contact will be no longer than every 3 days. See section 10.

> Where concerns for the safety of a vulnerable child at home escalate, the social worker should be contacted or if at immediate risk the police. Similarly, if you are not able to make contact with the child and their parent/carer, contact the social worker or if appropriate call the MASH.

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education](#).

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[*] 1 see guidance on conducting video calls

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

> The best interests of children must come first.

> If anyone has a safeguarding concern about any child, they should continue to act on it immediately.

> School will have a trained designated safeguarding lead (DSL) or deputy available on site. (see section 4 for details of our arrangements).

> It's essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children.

> Children should continue to be protected when they are online.

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

Any safeguarding concern should be logged on C Pomms and the DSL informed of the log.

As a reminder, all staff should continue to work with and support the social workers of any children in school, to help protect vulnerable children.

4. DSL (and deputy) arrangements

School will have a trained DSL (or deputy) available on site. However, there may be a time where this is not possible. In such cases the school will put in place one of these options:

- a trained DSL (or deputy) from the school can be available to be contacted via phone or online video, for example working from home

- sharing trained DSLs (or deputies) from [Hucknall Flying High School and Hillside Primary School]. (who will be available to be contacted via phone or online video).

When a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader will take responsibility for co-ordinating safeguarding on site.

Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

There should be a weekly safeguarding meeting to ensure there is clear communication and shared intelligence amongst the appropriate staff.

In the event of using a temporary DSL, any necessary safeguarding information will be shared with the temporary DSL including the list of vulnerable children. The school needs to ensure the temporary DSL is fully conversant with the children's safeguarding needs, potential risks and have knowledge of any child protection or CIN plans in place. They need to be provided with access to the school's safeguarding system and files.

We will keep all school staff and volunteers informed by email as to who will be the DSL (or deputy) on any given day, and how to contact them.

5. Working with other agencies

We will continue to work with children's social care and other local authority departments.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

> Our 3 local safeguarding partners

> The local authority about 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 following guidance is currently in place:

In Notts – where a school receives Operation Encompass/Domestic Violence notification emails, the inbox should be checked on a daily basis and appropriate action taken.

In Derbyshire – where a school receives SDAT (Stopping Domestic Abuse Together) notification emails, the safeguarding inbox should be checked on a daily basis and appropriate action taken.

6. Monitoring attendance

School will continue to record attendance in the register. School will follow up on absences of the pupils who are expected to be in school but where a parent wishes for their child to be absent, we school will authorise the absence during this national lockdown period. Absence will not be penalised.

For our vulnerable children, the school and social workers will discuss with parents/carers whether children should be attending school. The school will then follow up on any pupil that we were expecting to attend, who does not. The school will also follow up with any parent/carer who has booked a place for their child(ren) to be in school and the child(ren) subsequently do not attend.

To support the above, we will, when communicating with parents/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, the school will attempt to make contact with the parent/carer on the first day/session of non-attendance. Where the contact causes concern the school will notify their social worker.

Where a 'child of concern' does not take up their place at school, or discontinues, the school will attempt to make contact with the parent/carer on the first day/session of non-attendance. Where there is no contact, guidance in section 10.2 of this policy will be followed.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately.

The school recognises that during the period of limited attendance, 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 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 CPOMS and appropriate referrals made.
The DSL will speak to all involved to investigate any incident. Support will be offered via our Family Support Worker, Angela Turner if need needed to the perpetrator(s), victim and their family

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.

Staff should continue to act on any concerns they have immediately.

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

If it is deemed necessary to use supply/peripatetic staff, they will be expected to comply with the school's arrangements for managing and minimising risk. School will ensure that all temporary staff have access to the information on the safety arrangements in place and ensure that this is provided as soon as possible after the booking is confirmed.

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.

The normal safeguarding checks will take place for supply/peripatetic staff before they attend school.

9. Support for children who aren't 'vulnerable' but where we have concerns – children of concern

We have the option to offer places in school to children who are *otherwise vulnerable* (see section 1), but who we have concerns about. We will work with parents/carers to do this. These children either have previously had a social worker or concerns had recently been made and the school felt that the children would benefit from being in school.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10.1.

10. Safeguarding for children not attending school

10.1 Contact plans

As outlined in Section One, a contact plan is in place for children with a social worker and children who we have safeguarding concerns about, for circumstances where:

> They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or

> They would usually attend but have to self-isolate

These plans set out:

> How often the school will make contact but this will be at least every 3 days

> Which staff member(s) will make contact

> How they will hold a 'checking in conversation'

The checking-in conversation will ascertain

- by speaking to the parent/carer that the child is happy and well, to ascertain if the parent has any concerns or worries, and to clarify who if any in the household is showing symptoms of COVID-19, and

- by speaking to the child, that they appear to be well and that they say that they are well. Ask specifically if they are eating and sleeping and maintaining social distance and if they have any concerns or worries.

These plans have been agreed with parents/carers and children's social care where relevant. They will be reviewed every three weeks.

10.2. Non-attendance of 'concern' children

In the event of a child who is deemed to be a concern by the school and is expected in school, non-attendance will be followed up using the following protocols:

1. In the first instance the school will attempt to make contact with the parent/carer on the first day/session of non-attendance. The school will use any contact numbers it has on their MIS for the child. The school will also attempt to make contact using any online platform being used.

2. After two days of attempting to make contact through all means available, a risk assessment should be carried out for a home visit.[*4] The purpose of the visit is to deliver a letter outlining the school's concerns about lack of communication and, where it is safe to do so, have a socially distant conversation with someone in the house. Staff will not enter the house.

3. If there has been no further communication after 24hours the safeguarding team will meet to review the risk and make a decision whether to refer to MASH. Before any referrals are made to MASH following this process, a discussion with a DSL from another Trust school should take place in order to gain an objective view and consider the evidence base.

10.3 Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.

Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 11 below).

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

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

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing code of conduct, acceptable use policy and e safety policy.

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.

Online teaching should follow the same principles as set out in the staff Code of Conduct Policy, Acceptable Use Policy and the Behaviour Policy.

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

As part of the remote learning offer, specific internet safety activities will be planned and delivered as part of the curriculum.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

11.3 Working with parents and carers

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[*] 4 See risk assessment document

We will make sure parents and carers:

> Are aware of the potential risks to children online and the importance of staying safe online

> Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school. The school remote learning offer is posted on the school website.

> Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides

> Know where else they can go for support to keep their children safe online

12. Mental health

We will also signpost all pupils, parents and staff to resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

Supporting children in school

Stanstead Nursery and Primary School is committed to ensuring the safety and wellbeing of all its students.

Stanstead Nursery and Primary School 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.

Stanstead Nursery and Primary School will refer to the Government guidance for education and childcare settings and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Where Stanstead Nursery and Primary School has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately with the Trust Central Team.

13. Staff recruitment, training and induction

13.1 Recruiting new staff and volunteers

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and part 3 of Keeping Children Safe in Education.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

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, Stanstead Nursery and Primary School 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).

Where Stanstead Nursery and Primary School are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 183 to 188 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Stanstead Nursery and Primary School will continue to follow the legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 179 of KCSIE.

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency as per paragraph 182 of KCSIE. We will do this using the teacher referral misconduct form and email address Misconduct.Teacher@education.gov.uk, in line with government guidance

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, will continue to keep the single central record (SCR) up to date as outlined in paragraphs 164 to 171 in KCSIE.

13.3 Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

New staff and volunteers will continue to receive:

> A safeguarding induction

> A copy of our children protection policy (and this addendum)

> Keeping Children Safe in Education Part 1 and Annex A

13.4 Keeping records of who's on site

We will keep a record of which staff and volunteers are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date.

14. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school/provision is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

> The reason(s) why the child is considered vulnerable and any arrangements in place to support them

> The child's EHC plan, child in need plan, child protection plan or personal education plan

> Details of the child's social worker

> Details of the virtual school head

Where the DSL, deputy or SENCO can't share this information, the senior leader(s) identified in section 4 will do this.

We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

15. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, and as a minimum every 3 to 4 weeks. At every review, the chair of the governing body will be informed.

16. Links with other policies

This policy links to the following policies and procedures:

> Child protection policy

> Staff code of conduct

> IT acceptable use policy

> Health and safety policy

> Online safety policy

Guidance for a checking-in video call

- Where possible, the video call must be made from the school site. If this is not possible, staff members should ensure they follow the staff code of conduct and blur the background.
- The caller must be accompanied by a colleague from school
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use communication systems provided by the school to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

Home Visit - Risk Assessment Form – Jan 2021

Student Details	
Name of School:	Click or tap here to enter text.
Name of Child	Click or tap here to enter text.
Class	Click or tap here to enter text.
Address to be visited	Click or tap here to enter text.
Date of visit	Click or tap to enter a date.
Why are they a concern	

Reason for visit		
Have you exhausted all other means of contact	☐ Yes	
Which staff members will be undertaking the Home Visit	1: Click or tap here to enter text.	
	2: Click or tap here to enter text.	
Reason a home visit is required: Click or tap here to enter text.		

Existing & Proposed Control Measures			
All social distancing protocols to be maintained	☐ Yes		
Is the family self-isolating because of symptoms?	☐ Yes	☐ No	☐Unknown
Is the family at home because of social distancing?	☐ Yes	☐ No	☐Unknown

Driving to Visit:	Walking to Visit:
If 2 people are completing the visit, please use separate cars	If 2 people are completing the visit, please maintain a 2m distance from each other and wear face covering.
Face covering: To be worn on exiting the car and not removed until back in the car.	**Face covering:** To be worn for the duration of the visit.
Gloves: (from school) To be worn on exiting the car and remove once back in the car	**Gloves:** (from school) To be worn for the duration of the visit
Anti-bac wipes: (if available) To be used on the car door handle and steering wheel after the visit is complete	
Anti-bac hand sanitiser: To be used once the gloves are removed before setting off back to school	
Hand washing: Wash your hands for 20 secs using soap and water on return to school	
Other measures: Click or tap here to enter text.	**Other measures:** Click or tap here to enter text.

Remember – this is a letter drop and socially distant check-in visit only UNDER NO CIRCUMSTANCES SHOULD STAFF ENTER THE PROPERTY	
Follow up action (if any)	
If considering referral to MASH/Safe and Well check - Have you discussed the evidence base for referral with other members of the safeguarding team? - Why are you still concerned? - Have you reviewed the history of the child/family? - Does it meet the threshold for referral? - Have all means possible been explored to contact the family/child? - Have you contacted another Senior DSL in another trust school?	
Name of Person undertaking Risk Assessment	Click or tap here to enter text.
Role	Click or tap here to enter text.
Signature	
Date	Click or tap to enter a date.