



# **Safeguarding & Child Protection Policy**

**Updated Appendix 5  
01.06.2020**

Accepted by Governors:

01.06.20

***All staff to be sent the updated policy by email, staff must then email their line manager to confirm they have read the policy and understand the policy and their role and responsibilities.***

## **CONTEXT OF THIS APPENDIX**

Schools and colleges will have an effective child protection policy in place reflecting business as usual. The initial Appendix 5 outlined changes to arrangements as a response to Covid-19. The planned return of more children to school is an appropriate time to review/update this Appendix.

The policy continues to have regard to all local and national guidance, advice, procedures and practice as set out in the main body of this policy. It also has regard for relevant Department for Education guidance provided in response to COVID-19.

- **Coronavirus (COVID-19): safeguarding in schools, colleges and other providers**
- **Coronavirus (COVID-19): guidance on vulnerable children and young people**

## **KEY AREAS**

- Vulnerable children
- Local Safeguarding Arrangements
- Attendance monitoring
- Designated Safeguarding Lead – Interim Arrangements
- Reporting a concern
- Safeguarding Training and induction
- Safer recruitment/volunteers and movement of staff
- Online safety in schools and colleges
- Children and online safety away from school and college
- Peer on Peer Abuse
- Mental Health
- Children moving schools
- Support from United Learning and Salford LA

## **VULNERABLE CHILDREN**

Vulnerable children for the purposes of continued attendance during the coronavirus outbreak are those across all year groups who:

- are assessed as being in need under section 17 of the Children Act 1989, including children 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 and it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment
- have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion

Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and virtual school heads will continue to work with vulnerable children in this difficult period. The school staff (supported by the DSL or deputy) will continue to work with and support children's social workers, virtual school heads and any other relevant safeguarding and welfare partners to help protect vulnerable children.

To ensure safeguarding and welfare information held on all children (including returning children) remains accurate. The schools will ask parents and carers to advise them of any changes regarding welfare, health and wellbeing that they should be aware of before a child returns.

### **LOCAL SAFEGUARDING ARRANGEMENTS**

The initial protocol put in place on Monday 23<sup>rd</sup> March 2020 regarding communication between schools and social workers, where a vulnerable pupil who was expected to attend, has been further developed and includes some additional steps to further ensure safeguarding. We need to ensure that information about attendance being received and acted upon.

The Local authority have liaised with schools who are to be clear on which children are going to continue going to school.

If a child is 'expected', and does not turn up:

The school will email the Early Help Schools Co-ordinator, and cc in the [virtualSchoolTeam@salford.gov.uk](mailto:virtualSchoolTeam@salford.gov.uk).

The school must email the Early Help Schools Co-ordinator and cc in [CPCINAD@salford.gov.uk](mailto:CPCINAD@salford.gov.uk) for children at CP/CIN/CWD and [lookedafterchildren.admin@salford.gov.uk](mailto:lookedafterchildren.admin@salford.gov.uk) for LAC. If the Early Help Schools Co-ordinator is absent, the receiving admin team will send it on to SM/ASW. The LAC admin will also send all emails relating to looked after children over the CPCINAD where the child's SW is in that team.

The Early Help Schools Co-ordinator (or the PM/ASW who will be notified as above if they are absent) must reply to the school so that the school knows the message has got through and outline if any action has already been taken to check on the child that day, ccing in [VirtualSchoolTeam@salford.gov.uk](mailto:VirtualSchoolTeam@salford.gov.uk) and the admin team.

The Early Help Schools Co-ordinator must then agree with the school who is following this up for safeguarding reasons. It must be clear what actions you will take and what actions the school will take. Again, making sure that the Virtual School and admin team are included in emails – to ensure nothing gets missed.

There will be children who the Early Help Schools Co-ordinator or the school thought were originally 'expected' but are no longer 'expected' due to risk assessments. You and the school must be clear on this. In this case, the school will not need to keep informing on a daily basis that the child has not turned up– but ongoing safeguarding, safe and well checks will apply and it needs to be clear who is doing them.

The School are to make sure all correspondence, visits and checks are appropriately recorded via CPOMS or the communication tracker on Microsoft Teams.

## **ATTENDANCE**

Vulnerable children attendance is expected, where it is appropriate for them (that is, where there are no shielding concerns for the child or their household, and/or following a risk assessment for children with an EHC plan), so that they can gain the educational and wellbeing benefits of attending. Vulnerable children – regardless of year group – that have not been attending in the recent period are expected to return to nursery, early years, school or college provision where this would now be appropriate for them to do so.

Attendance expectations across the different groups of vulnerable children is as follows:

- for vulnerable children who have a social worker, attendance is expected unless the child/household is shielding or clinically vulnerable.
- for vulnerable children who have an education health and care (EHC) plan, attendance is expected where it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment
- for vulnerable children who are deemed otherwise vulnerable, at the school, college or local authority discretion, attendance is expected unless the child/household is shielding or clinically vulnerable.

The School will continue to notify social workers where children with a social worker do not attend. They will also continue to follow up with any parent or carer whose child has been expected to attend and doesn't. To support the above, the school will take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

Parents and carers will not be penalized if their child does not attend educational provision.

The Schools will resume taking their attendance register from 15<sup>th</sup> June and continue to complete the online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending.

## **DESIGNATED SAFEGUARDING LEAD – INTERIM ARRANGEMENTS**

As more children return, it is expected that schools and colleges will have a trained DSL (or deputy) available on site. However, it is recognized that in exceptional circumstances this may not always be possible, and where this is the case, the school will have the following interim arrangements in place:

Safeguarding Senior Leadership Team Link – Cashel Chilvers  
Acting DSL – Michelle Gleeson  
Acting DDSL – Lauren Harvey

If/when a trained DSL or deputy is not on site, in addition to the above arrangements, a member of the senior leadership will take responsibility for coordinating safeguarding on site. This might include updating and managing access to child protection files, 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.

All school staff will be provided with a copy of the school's interim arrangements that will include: DSL rota, names of DSLs and contact details.

The DSL (or deputy) will provide support to teachers and pastoral staff to ensure that contact is maintained with children (and their families) who are not yet returning to school or college. Where possible staff should try and speak directly to children to help identify any concerns. Staff should be encouraged (where possible) to make calls from the school or college site via school or college phones and devices. Where staff use personal phones to make calls, they should withhold their personal number.

It is acknowledged by the Department for Education that DSL training is very unlikely to take place during this period. 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.

DSLs (and deputies) should continue to do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.

Where resources allow DSLs (and deputies) will have more time to support staff and children regarding new concerns (and referrals as appropriate) as more children return.

### **REPORTING A CONCERN**

Where staff have a concern about a child, they should continue to follow the process outlined in the school's Child Protection and Safeguarding Policy, provided they can do this remotely (if required).

If a member of staff is working remotely and cannot report a concern, they should email the Designated Safeguarding Lead via their school email and if unable to do this contact the DSL via phone. This will ensure that the concern is received. Staff should contact [safeguarding@harropfold.com](mailto:safeguarding@harropfold.com)

Any concern should be reported immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Principal – Miss C Wright or if necessary the Schools Chair of Governors – Kate Lewis. If there is a requirement to make a notification to the Principal whilst away from school, this should be done verbally and followed up with an email (from school email) to the Principal or Chair of Governors. If the Principal is the subject of the allegation Miss C Wright must not be informed of the allegation prior to contact with Chair of the LGB, Kate Lewis, Head of Safeguarding and designated officer.

If a pupil or a parent/carer has any concerns as set out above, they should – Contact the Local Safeguarding Board

### **SAFEGUARDING TRAINING AND INDUCTION**

All existing school staff will already have had safeguarding training and have read part 1 of KCSIE. The important thing for these staff will be awareness of any new local arrangements so they know what to do if they are worried about a child. Any training will be completed via virtual calls led by the schools DSL.

Where new staff are recruited, or new volunteers enter the school or college, they will be provided with a safeguarding induction. An up to date child protection policy will support this process as will part 1 of KCSIE. Again, any training will be completed via virtual calls led by DSL.

The existing school workforce may move between schools and colleges on a temporary basis in response to COVID-19. The receiving school will judge, on a case-by-case basis, the level of safeguarding induction required. In most cases, the existing workforce will already have received appropriate safeguarding training and all they will require is a copy of the school's child protection and safeguarding policy, confirmation of local processes and confirmation of DSL arrangements.

### **SAFER RECRUITMENT/VOLUNTEER AND MOVEMENT OF STAFF**

1. 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, we will continue to follow the relevant safer recruitment processes as set out in Keeping Children Safe in Education (2019) (KCSIE).
2. 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, which can be found at:  
<https://www.gov.uk/government/news/covid-19-changes-to-dbs-id-checking-guidelines>.
3. We will continue to keep the Single Central Record up to date with those on site.
4. We will ensure safeguarding induction continues for new staff, volunteers and relocated staff through appropriate channels e.g. over video link. This will include issuing our safeguarding policy and local processes (*including any necessary updates related to the Coronavirus situation*).
5. The full Government coronavirus safeguarding guidance can be found here:  
<http://safeguarding.info/covid19safeguarding>

### **ONLINE SAFETY IN SCHOOLS AND COLLEGES**

The school will continue to provide a safe environment, including online. The school will ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the school IT systems or recommended resources.

### **CHILDREN AND ONLINE SAFETY AWAY FROM SCHOOL**

It is important that all staff who have contact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be reported consistent with the Child Protection and Safeguarding Policy.

Remote/online teaching should follow the same principles as set out in the school's code of conduct.

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

Please note.

- Staff and children must wear suitable clothing, as should anyone else in the household
- Any computers used should be in appropriate areas, and the background should contain no personal information.

- Some live classes may 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.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use agreed platforms.
- Staff should record, the length, time, date and attendance of any sessions held.

The School will be in regular contact with parents and carers and will use these opportunities to reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school or college online offer with support from online companies and in some cases individual tutors. The school will emphasize the importance of securing online support from a reputable organization/individual who can provide evidence that they are safe and can be trusted to have access to children.

#### **SUPPORT FOR CHILDREN NOT IN SCHOOL**

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 a communication log tracker that can be accessed by all via Microsoft Teams, as should a record of contact that has been made. If contact has not been made for two consecutive weeks, DSL or DDSL will organise home visits to establish contact. Due to COVID 19, no staff conducting a home visit should not enter any family homes and follow Government guidelines on social distancing.

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

Support for pupils and students in the current circumstances can include existing provision in the school e.g. counselling services (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services.

#### **PEER ON PEER ABUSE**

Where the 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 Child Protection Policy and Safeguarding Policy.

#### **MENTAL HEALTH**

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. Where they have children of critical workers and vulnerable children on site, and/or more children returning to school, the school will ensure appropriate support is in place for them.

## **CHILDREN MOVING SCHOOLS**

It will be important for any school or college whose children are attending another setting to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information. This will be especially important where children are vulnerable. For looked-after children, any change in school should be led and managed by the VSH with responsibility for the child. The receiving institution should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum the receiving institution should, as appropriate, have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs coordinators/named individual with oversight of SEN provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders should take responsibility.

Harrop Fold will also continue to follow any advice provided by the Salford Education Authority and accept any guidance and support provided by United Learning allowing the DSL to carry out their role effectively.

**Accepted on behalf of Governing Body by**



**Chair of Governors**  
**Kate Lewis**

**Date: 1<sup>st</sup> June, 2020**