

Annex 1

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



Spire Federation

Digby Church of England School
Dunston St Peter's Church of England School
Nocton Community Primary School

This is an addendum to the school's current safeguarding policy and does not replace the school's main policy. It will remain in place temporarily in response to the current Covid- 19 pandemic. The addendum may be amended on receiving any further guidance from the Department for Education or local authority.

School Name: The Spires Federation

Policy owner: Emma Negus-Hill

Date: 11.1.21

Date shared with staff: 11.1.21

Context

This addendum of the Spires Federation Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements during the COVID 19 Recovery in the following areas:

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1.Key contacts

The following information will be displayed and updated in the school on a daily basis.

Role	Name	Contact number	Email
Designated Safeguarding Lead	Emma -Hill	01526 320234	emma.hill@spiresfederation.co.uk
Deputy Designated Safeguarding Leads	Digby: Donna Winters	01526 320630	donna.winters@spiresfederation.co.uk
	Dunston: Emma Toulson	01526 320027	emma.toulson@spiresfederation.co.uk
	Nocton: Laura Douglas	01526 320234	laura.douglas@spiresfederation.co.uk
Headteacher	Emma Hill	01526 320234	emma.hill@spiresfederation.co.uk
Chair of Governors	Andrew Hancy		andrew.hancy@spiresfederation.co.uk
Safeguarding Governor / Trustee	Jill Chandlar-Nair		jill.chandlar-nair@spiresfederation.co.uk

Following the [Prime Minister's announcement on 4 January 2021](#), only children of critical workers and vulnerable children and young people should attend school or college. All other pupils and students will receive remote education.

2.Vulnerable children

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

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are.

The school will continue to work with and support children's social workers to help protect vulnerable children on a **daily basis while school remains closed**. 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: Emma Hill

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

3.Attendance monitoring

During the period of national lockdown, primary, secondary, alternative provision and special schools will remain open to vulnerable children and young people and the children of critical workers only (recognising that the characteristics of the cohorts in special schools and alternative provision will mean these settings continue to offer face to face provision for all pupils, where appropriate). All other pupils should receive remote education. Pupils who are self-isolating should not attend school. Clinically extremely vulnerable pupils are also advised not to attend school. Schools should continue to record attendance in the register. Schools should 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 expect schools to authorise the absence during this national lockdown period. Absence will not be penalised.

From Monday 11 January 2021, schools and colleges are to resume complete the DfE revised [educational setting status form](#).

Fixed Penalty Notices and Prosecutions

During school closure, the government announced that all processes resulting in fixed penalty notices (FPN) and prosecutions for non-attendance would cease.

Clinically extremely vulnerable children

Those children whose doctors have confirmed they are still clinically extremely vulnerable are advised not to attend childcare or nursery during the period this advice is in place.

Children who live with someone who is clinically extremely vulnerable, but who are not clinically extremely vulnerable themselves, should still attend education or childcare.

4. Designated Safeguarding Lead

The school will ensure information is displayed and updated daily depending on whom is available for work.

The information will include the name of the Designated Safeguarding Lead (DSL) and a Deputy DSL. It will also include the Senior Leader responsible for coordinating the safeguarding arrangements in the school.

It is expected that schools will have a trained DSL (or deputy) available on site. However, it is recognised that for some schools there may be operational challenges to this. In such cases, there are two options to consider:

- 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) with other schools (who should be available to be contacted via phone or online video) Where a trained DSL (or deputy) is not on site, in addition to one of the above options, a senior leader should take responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online management system, Scholar Pack and 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 or college.

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

There should be no change to local multi-agency safeguarding arrangements, which remain the responsibility of the three safeguarding partners (local authorities, clinical commissioning groups and chief officers of police). We expect all local safeguarding partners to be vigilant and responsive to all safeguarding threats and ensure vulnerable children and young persons are safe – particularly as more children and young people will be learning remotely.

5. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via Scholar Pack, which can be done remotely.

If a member of staff cannot access Scholar pack if working from home, they should email the Designated Safeguarding Lead and Senior Leader. 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/Senior Leader immediately. If there is a requirement to make a notification to the Headteacher/Senior leader whilst away from school, this should be done verbally and followed up with an email.

Concerns about the Headteacher/Senior Leader should be directed to the Chair of Governors of the school that employs them: Andrew Hancy

6. Safeguarding Training and induction

Face to face DSL training is not taking 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 and is following the 6 Year Safeguarding training pathway, should continue to be classed as a trained DSL (or deputy) even if they miss their face to face training, but have completed the eLearnings identified on the pathway. The 2 day interagency training can now be accessed virtually via the LSCP portal. Online safeguarding training should be completed as soon as possible by logging into the LSCP account.

Members of staff already booked on or intending to book on the face to face 2 day safeguarding training will access the online 'Awareness of Child Abuse and Neglect Core. Others members of staff in need of safeguarding training should follow the 6 year pathway but do not need to attend the face to face training.

All existing school staff have had safeguarding training and have read part 1 and 5 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.

Where new staff are recruited, or new volunteers enter the school, 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 on-going disciplinary investigation relating to that individual

For movement between schools in the federation, the schools should seek assurance 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.

7. 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, the 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).

As DfE guidance advises limiting the number of visitors, it may be appropriate for schools to consider a flexible approach to interviews, with alternative options to face-to-face interviews offered where possible. Interviewing remotely may be a new experience for many schools. The DfE teaching blog provides some information on the experience of implementing interviews remotely. There is also advice that can be sent to candidates on how to prepare for remote interviews. Where face-to-face meetings are arranged, schools should make clear to candidates that they must adhere to the system of controls that schools have in place. Schools will also have the discretion to require face coverings for visitors where social distancing cannot be managed safely. Schools must comply with their legal duties regarding pre-appointment including having regard to part three of the statutory safeguarding guidance keeping children safe in education.

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.

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 on-going disciplinary investigation relating to that individual

Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles. Where schools are using volunteers, they should continue to follow the checking and risk assessment process as set out in the volunteer section in part 3 of keeping children safe in education. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

The school 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.

The school 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 after liaising with Lincolnshire LADO
Tel: 01522 554674.

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, the school will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE considering proportionate and flexible approach to vetting checks i.e. portability of checks between schools and children's workforce.

8. Online safety in schools and colleges

The school 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.

9. Children and online safety away from school and college

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 Safeguarding and Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Remote Learning:

Delivering remote education safely

Keeping children safe online is essential. The statutory guidance keeping children safe in education provides schools and colleges with information on what they should be doing to protect their pupils online. Support on delivering online remote education safely is available from:

- safe remote learning, published by SWGfL
- online safety and safeguarding, published by LGfL, which covers safe remote learning
- the National Cyber Security Centre, which includes which video conference service is right for you and using video conferencing services securely
- safeguarding and remote education during coronavirus (COVID-19)
- annex C of keeping children safe in education

Online teaching should follow the same principles as set out in the school 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.

In order to safeguard both staff and pupils, a comprehensive overview to expectations for both Remote Learning and Virtual meetings is within the following policy:

<https://www.spiresfederation.co.uk/media/Remote%20Learning%20Virtual%20Meeting%20Policy%20Sep%202020.pdf>

10. Supporting children not in school (due to isolation, partial or full closure)

The school is committed to ensuring the safety and wellbeing of all its Children and Young people. The federation will inform all parents/carers about the support offered with the 'Well-Being framework'. Details of the provision for Mental Health and Well-Being can be found on the website here:

<https://www.spiresfederation.co.uk/Mental%20Health%20and%20Well%20Being.aspx>

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 Scholar Pack, as should a record of contact made.

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

The school 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 will consider any referrals as appropriate.

The school will continue to share safeguarding messages on its website and social media pages.

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. Teachers at the school need to be aware of this in setting expectations of pupils' work when they are at home.

Vulnerable children

Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them. When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person. Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

11. Supporting children in school

The school is committed to ensuring the safety and wellbeing of all its Children and Young people. The Senior Leader will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety. The federation will inform all parents/carers about the support offered with the 'Well-Being framework'. Details of the provision for Mental Health and Well-Being can be found on the website here:

<https://www.spiresfederation.co.uk/Mental%20Health%20and%20Well%20Being.aspx>

The school is committed to ensuring the safety and wellbeing of all its students. It will continue to be a safe space for all children to attend and flourish.

The school 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 the school has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the senior leader.

Pupils 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.

To support school staff to understand how coronavirus (COVID-19) is affecting children and young people's mental health and wellbeing, and what they can do to look after, promote and support their own, other staff's and children and young people's wellbeing and mental health, the government has recently launched the Wellbeing for Education Return programme.

Additionally, NHS mental health services have remained open, and schools should still refer to their local NHS children and young people's mental health service. All NHS mental health trusts are providing 24/7 access to crisis telephone lines to support people of all ages throughout the pandemic.

DfE, Public Health England and NHS England have also recorded a free webinar for school and college staff which sets out how they can support their pupils and students. This includes experts discussing the impacts of the pandemic on pupils' mental wellbeing. Schools should consider the provision of pastoral and extra-curricular activities to all pupils, including those learning at home (for example through online activities and assemblies), designed to:

- Support social engagement and maintaining friendships
- Address and equip pupils to respond to issues linked to coronavirus (COVID-19) 53
- Support pupils with approaches to improving their physical and mental wellbeing

To support these activities, Public Health England have produced guidance for parents and carers on supporting children and young people's mental health and wellbeing. This includes key actions they can take to support their child or young

person's mental health and wellbeing during the pandemic such as supporting safe ways to connect with friends. It also emphasises the importance of children continuing to remain fit and active and, wherever possible, having the 60 minutes of daily physical activity recommended by the Chief Medical Officers. Further advice and resources are available from the Association for Physical Education, Youth Sport Trust and Sport England.

Public Health England's Every Mind Matters campaign also includes resources which aim to support everyone to feel more confident in taking action to look after their mental health and wellbeing.

The school will also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. The school will also consider support needs of particular groups they are already aware need additional help (for example, children in need.) To support this, teachers may wish to access the free MindEd learning platform for professionals, which contains materials on peer support, stress, fear and trauma, and bereavement. MindEd have also developed a coronavirus (COVID-19) staff resilience hub with advice and tips for frontline staff. The school will also make sure that parents and pupils are aware of who in the school to contact if they have a new concern about mental health and wellbeing.

The DfE has also published the relationships, sex and health education training modules for teachers to support them in preparation to deliver content on mental health and wellbeing. The training module on teaching about mental wellbeing, which has been developed with clinical experts and schools, will improve teacher confidence in talking and teaching about mental health and wellbeing.

Where there is a concern a child is in need or suffering or likely to suffer from harm, the school (generally led by the designated safeguarding lead or deputy) will follow our child protection policy and part 1 of the statutory safeguarding guidance keeping children safe in education and consider any referral to statutory services (and the police) as appropriate.

Where possible we will consider how we are working with school nursing services to support the health and wellbeing of their pupils; school nursing services are continuing to offer support to pupils in school and working remotely– school nurses as leaders of the healthy child programme can offer a range of support including:

- support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues
- support for pupils with additional and complex health needs
- supporting vulnerable children and keeping children safe

12. Peer on Peer Abuse

The school recognises that during the event of a partial or full closure a revised process may be required for managing any report of such abuse and supporting victims.

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 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 will be recorded on Scholar Pack and appropriate referrals made.