

Appendix 12 COVID-19 Closure (January 2021)

Introduction

The current Child protection Policy remains in effect and all staff should refer and adhere to this policy. Some alternative arrangements and additional measures will be taken at Shelton to ensure the safety of all the children in our care whether they are at Shelton or being cared for elsewhere.

Designated Safeguarding Lead (DSLs)

When the DSL or DDSL is available on site, they will take responsibility for all safeguarding concerns. When this is not possible, the most senior member of staff will be responsible for contacting the DSL or DDSL. The senior member of staff will liaise by phone or video conference with the DDSL or DSL with regard to any safeguarding concerns and will be responsible for ensuring that the school carries out its statutory duties and assessments.

This applies where staff on site have a concern about a pupil from any other setting who is attending childcare provision. For the duration of school closure, this will be **Vicky Dunkley** who can be contacted on:

Tel: 07458079590

Email: vdunkley@sheltonj.derby.sch.uk

Staff onsite during closure period

Only staff who have been agreed by senior leaders should be present on site. This staffing will be kept to a minimum at all times. Any adults on site who are not scheduled to be there, should be challenged. Remain vigilant for staff not wearing Shelton identification lanyards and ensure pupils are only handed over to known adults at the end of the day.

Vulnerable children

Identification

School leaders will use existing knowledge of pupils to identify a list of vulnerable pupils. These will include:

- Looked After Children (LAC)
 - Post Looked After Children (PLAC)
 - Pupils on an Education and Health Care Plan (EHCP)
 - Pupils who have an allocated Social worker working at Child Protection (CP) level or Children In Need Level (CHIN)
 - Children who are being supported at Team Around the Family level (TAF)
 - Children identified on the school's termly updated vulnerability register.
- ✓ From this list school leaders will categorise children into 3 groups – Red, Amber and Green; Red being the most vulnerable.
 - ✓ This list will then be circulated to all teachers.

On site provision

Whenever possible, all vulnerable children who cannot be cared for at home or do not have adequate equipment to access remote learning will be offered school place at Shelton Juniors.

Contact

- ✓ Regular contact will be maintained with all families which is proportionate to the level of vulnerability and also the length of the school closure and the Risk Assessment will be adapted accordingly for each circumstance of the closure.
- ✓ The school's normal contact with parents is through Class Dojo and email. It is the responsibility of parents to inform school of any changes to contact numbers and email addresses.
- ✓ All staff keep in contact via email and through Microsoft Teams.

- ✓ 'Contact registers' will be established for each class and saved securely via Teams. All class teachers will have remote access to the Contact Registers.
- ✓ The Contact Registers will be completed daily with an expectation that children will engage daily with remote learning lessons. This will then be recorded on the Contact Register.
- ✓ Any concerns raised by families must be entered onto the comments section of the register.
- ✓ Contact Registers will be reviewed at least weekly by members of the SLT including the Designated Safeguarding Lead (DSL). There is an expectation that all families in school will have made contact via attendance to remote learning lessons. Where this is not the case it will be followed up with phone contact with the family. When phone contact cannot be made this will be referred to the Education Welfare Officer (EWO) and/ or the allocated social worker for the child.

Staff training and safeguarding induction

All existing school and college staff will already have had safeguarding training and have read part 1 of KCSIE. These staff will be made aware of 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, this may be carried out via Microsoft teams. An up to date child protection policy (described above) will support this process as will part 1 of KCSIE.

Other staff working at Shelton

The DSL will confirm the level of safeguarding induction required for each case. It is expected that staff will already have received appropriate safeguarding training and all they will require is a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements. Where this is not the case additional induction may be required.

Children moving schools

If children attending Shelton Juniors are to be cared for by other staff at another setting the DSL will ensure that the receiving school is provided with any relevant welfare and child protection information. 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 co-ordinators/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 will take responsibility.

Whilst schools must continue to have appropriate regard to data protection and GDPR they do not prevent the sharing of information for the purposes of keeping children safe. Further advice about information sharing can be found at paragraphs 76-83 of KCSIE.

Online safety

At school

Shelton will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the school's IT systems or recommended resources. Should IT support not be available then the senior teacher on site will decide, in consultation with the DSLs, whether online resources are safe to continue to be used.

At home

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.

Staff will continue to follow the Staff Code of Conduct when interacting with children online and manage all communications professionally at all times.

The senior leaders will ensure that, as well as promoting reporting routes back to the school, children will be signposted to age appropriate practical support such as:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

Through the regular contact with parents and carers, teachers will reinforce the importance of children being safe online.

Support for parents and carers to keep their children safe online includes:

- [Internet matters](#) - for support for parents and carers to keep their children safe online
- [London Grid for Learning](#) - for support for parents and carers to keep their children safe online
- [Net-aware](#) - for support for parents and carers from the NSPCC
- [Parent info](#) - for support for parents and carers to keep their children safe online
- [Thinkuknow](#) - for advice from the National Crime Agency to stay safe online
- [UK Safer Internet Centre](#) - advice for parents and carers

The department encourages schools to share this support with parents and carers.

Risk Assessment

With a prolonged absence/closure from school there is an increased risk of children suffering all forms of harm. Whilst we acknowledge that parents will be doing their best for the children's well-being and learning from home, a prolonged school closure will create an additional pressure for families. The following Risk Assessment details the actions that school will take to minimise risks for vulnerable children and is colour coded for the different groups of pupils identified. Where no colour code is identified that is a generic action for all pupils.

| Risk | | Actions | Personnel Responsible | Risk | Review |
|--|--|---|--|----------|--------|
| Daily family/ staff contact and monitoring of well-being reduced. | | <ul style="list-style-type: none"> Daily contact on Class Dojo or through remote teaching Comments referred to DSL where appropriate. Refer to SLT/DDSL if no contact made | All teaching staff All teaching staff All teaching staff | Moderate | |
| | | <ul style="list-style-type: none"> Daily contact on Class Dojo or through remote teaching Comments referred to DSL where appropriate Comments referred to Social worker where appropriate. Direct Phone contact if no contact made through the home register. Refer to SLT/DDSL if no contact made | All teaching staff All teaching staff DDSL All teaching staff All teaching staff | | |
| | | <ul style="list-style-type: none"> Daily contact on Class Dojo or through remote teaching Refer to SLT/DDSL if no contact made One telephone call per week Comments referred to DSL where appropriate. Comments referred to Social worker where appropriate. EWO referral if sufficient contact is not made | All teaching staff All teaching staff DDSL All teaching staff DDSL DDSL/SLT | | |
| Families do not have up to date information to promote safety of children. | | School to send out regular updates via email and Dojo. | SLT/ Admin | Low | |

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|---|--|---|--------------------------|----------|--|
| Children not able to access an adult outside of the family that they can talk to. | | <ul style="list-style-type: none"> School to send out updated contact information for 'ChildLine' and other appropriate agencies. Above information to be included on the school website. | SLT/Admin SBM | Moderate | |
| Children's individual emotional and/ or behavioural needs are not being met. | | <ul style="list-style-type: none"> General information on emotional health to be sent out on class dojo with links to school website. | SLT/SBM | Moderate | |
| | | <ul style="list-style-type: none"> Information and work to include links to emotional health and well-being. | All Teachers | | |
| | | <ul style="list-style-type: none"> Information and work to take into consideration emotional/ behavioural needs identified in IEP's | All Teachers | | |
| | | <ul style="list-style-type: none"> Information and work to take into consideration learning needs identified in IEP/ and / or EHCP | All Teachers | | |
| Increased risk of on-line abuse. | | <ul style="list-style-type: none"> Links to e- safety maintained on the school website. | SLT/SBM | High | |
| | | <ul style="list-style-type: none"> Information on e-safety to be sent via class Dojo. | SLT/SBM | | |
| Increased risk of Domestic Violence | | <ul style="list-style-type: none"> Police Notification systems maintained and monitored daily with follow up action with social care as appropriate. | SLT/DSL | High | |
| | | <ul style="list-style-type: none"> Police notifications shared/ discussed as soon as received with social worker of Duty Officer. | DSL/DDSL or SLT on duty. | | |
| | | <ul style="list-style-type: none"> Police notifications shared/ discussed as soon as received with social worker of Duty Officer. | | | |
| Families unable to access FSM provision. Basic food needs are not being met. | | <ul style="list-style-type: none"> Initial support through the provision of physical vouchers. | SLT/ Admin | Moderate | |
| | | <ul style="list-style-type: none"> Provision of FSM vouchers emailed to all eligible families. | SLT/SBM | | |
| | | <ul style="list-style-type: none"> Remote monitoring to ensure that all eligible families have accessed the system with follow up phone contact of support. | | | |

Government Guidance - Coronavirus (COVID-19): safeguarding in schools, colleges and other providers Published 27 March 2020

(<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>)

Summary of guidance

The way schools and colleges are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in a school has a safeguarding concern about any child they should continue to act and act immediately
- a DSL or deputy should be available
- it is 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

Schools should, as far as is reasonably possible, take a whole institution approach to safeguarding. This will allow them to satisfy themselves that any new policies and processes in response to COVID-19 are not weakening their approach to safeguarding or undermining their child protection policy.

Amongst other things the revised child protection policy should reflect:

- any updated advice received from the local 3 safeguarding partners
- any updated advice received from local authorities regarding 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
- what staff and volunteers should do if they have any concerns about a child
- the continued importance of all staff and volunteers acting and acting immediately on any safeguarding concerns
- DSL (and deputy) arrangements
- the continued importance for school and college staff to work with and support children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children
- peer on peer abuse - given the very different circumstances schools are operating in a revised process may be required for managing any report of such abuse and supporting victims (the principles as set out in part 5 of KCSIE should continue to inform any revised approach)
- what staff and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children (the principles in part 4 of KCSIE will continue to support how a school or college responds to any such concerns)
- any arrangements to support children the school are concerned about who do not meet the 'vulnerable' definition
- what arrangements are in place to keep children not physically attending the school safe, especially online and how concerns about these children should be progressed