Red Rose Primary School

Additional Safeguarding Guidance

A response to COVID-19

Approved by:	A Brinton - Headteacher J Lumley - Chair of Governors
Last Reviewed:	January 2021 (COVID-19)
Next review due:	As required

Background

This additional guidance has been written as a result of the ongoing response to COVID 19.
It is under review and may be updated as circumstances continue to evolve and in light of changes made to government guidance published on 19th April 2020 and reviewed on 6th October 2020
https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

Help and support

Advice for the education sector is being updated daily.

The Department for Education COVID-19 helpline, is available to answer questions.

DfE coronavirus helpline
If you have a query about coronavirus (COVID-19), relating to schools and other educational establishments in England contact our helpline.

Email: DfE.coronavirushelpline@education.gov.uk

Telephone   0800 046 8687 (lines are open Monday to Friday from 8am to 6pm and weekends 10am to 4pm)

If you are a member of school staff, ensure you have the school's unique reference number (URN or UK PRN) available when calling the hotline.

Role of the local authority

The Local Authority will continue to support schools to ensure that children of critical workers and vulnerable children can attend school. The Local Authority will continue to be responsible for maintaining effective safeguarding and child protection services in this challenging time to ensure schools can access the support they need.

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Keeping children safe in schools

KCSIE is statutory safeguarding guidance that schools should continue to have regard to as per their legislative duty and/or funding agreement requirements. During lockdown, the principles in Keeping children safe in education (KCSIE) and https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19 continue to apply.

The way our school is operating in response to coronavirus continues to be different to business as usual:

- the best interests of children must always continue to come first
- if anyone in 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.

The Department for Education has also published information on prevent management support for schools and colleges who have pupils/students receiving Channel support. Prevent is a vital part of our work to safeguard children from radicalising influences, and it remains in operation in local authorities during this challenging time.

Child protection policy

The school will continue to adhere to the current child protection policy updated in September 2020 which reflects 'business as usual', and now accurately reflects new arrangements in response to COVID-19.

The child protection policy has been reviewed and revised and will be kept under review as circumstances continue to evolve.

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Updated advice received from Durham Safeguarding Children Partnership

Partnership working is vital during this current time and multi-agency safeguarding arrangements will continue as usual, however schools are to be mindful that this may be undertaken in a different way whilst trying to avoid as much face to face contact as possible.

Senior Leaders within Durham County Council will continue to review children's circumstances and have implemented the following:

- Prioritising cases based on situation/circumstances etc.
- Moving to more agile working.
- Carry out multi-agency Strategy Meetings, Initial Child Protection Conferences, Review Child Protection Conferences, Core Groups and Looked After Reviews for children using virtual platforms wherever possible and will continue to work with partners to manage this.
- Face to face home visits will be done based on a risk assessment for the child in conjunction with managers. As much contact as possible with families will be done by phone and through virtual platforms where it is safe to do so. Where staff are visiting family homes, they will do so using guidance from Public Health England which includes the practice of social distancing.
- Children's Social Care and Early Help will be arranging service delivery into 3 virtual locality hubs based in North, South and East Durham. Each will have a strategic safeguarding manager and will be working with partners in health and education to ensure that they use collective resources to provide support to those children who are most vulnerable and in need of contact or services. The work of the locality hubs at this time is focused on those children who are CIN; CP or children at risk of becoming Looked After.
- All new referrals for children where there are concerns for their welfare or safety should be made to First Contact in the usual way using the usual referral mechanisms.
- Requesting colleagues across partner agencies should proactively share information within existing multi agency team around family arrangements about families who they know are self-isolating, to avoid any unnecessary home visits and contact, ensuring all are protected from unnecessary exposure to the virus.
- Continually reassess risk and re-prioritise work across the partnership to ensure we all continue to provide a safeguarding service to those children and vulnerable adults who are most at risk.

Senior Leaders across Health organisations have implemented the following:

- All health partners have business continuity plans which identify Safeguarding Children and Adults and Children who are Looked After as key priority areas.
- All health partners will remain engaged in multi agency discussions including the MASH, MARAC and MAPPA as needed with SPOC arrangements in place.
- Work with partners to ensure that children who may have experienced abuse or neglect are appropriately and holistically assessed in a timely manner.
- Referrals for paediatric assessment will follow the same pathway of care although children may be assessed in different settings to minimise infection risks as per PHE and RCPCH guidance.
- Mental health support for those in crisis will still be available.
- Harrogate and District NHS Foundation Trust (HDFT) 0-19 service will continue to provide a Safeguarding SPOC service for all staff including the MASH and are taking actions to ensure this will be maintained if there is a reduction in capacity. The 0-19 service will continue to prioritise safeguarding meetings including strategies, ICPCs and RCPCs and core groups, and will use digital methods to maintain representation.   Home visits for new babies, (Primary Visits) and visits to children and young people subject to a child protection plan will be maintained. Review Health Assessments will continue on a virtual or face to face basis, dependant on an assessment of cumulative risk.
- Looked After Children's (LAC) Health Assessments are a statutory duty and will continue to be delivered. However, changes for Initial Health Assessments (IHA's) are required in order to deliver assessments safely to patients and protect staff. It is possible that changes to workforce as a result of staff deployment and absence may result in delays in meeting the statutory timescales for the child/young person to be assessed (20 working days from entering care) but there will be regular communications with our partners on this issue.
- The CCG and Health partners have established mechanisms for regular information sharing for any concerns.
- GP's will be providing primary care health input as needed within the guidance from Public Health England and are a key source of advice and information for multi agency processes.

Durham Constabulary have implemented the following:

- Developed business continuity plans which involve a tiered response to demand and resourcing levels. Overall, the plan aims to ensure at times of highest demand, business critical functions such as dealing with 999 calls, responding to the most serious incidents and investigating the most serious

crimes continue. This is a flexible model which may change daily or even hourly.

- A strong commitment by the Constabulary to maintain safeguarding children and vulnerable adults as a priority. This includes prioritising investigations where there are imminent risks of harm. As resources become more challenged, it is likely that investigators and supervisors will be pooled so that partners may not always be dealing with teams with which they have become familiar.
- Contingency plans include continued information and decision making and safety planning by the Central Referral Unit working within the MASHs, continuing with MARAC, MAPPA, the management of Registered Sex Offenders and providing services for victims through the Sexual Assault Referral Centre. Work in each of these areas will be prioritised in line with levels of risk and harm.
- More detailed plans are being developed to adapt how we work with health colleagues, HM Coroner and other agencies in dealing with sudden and unexpected deaths of both adults and children.
- In relation to the most recent announcement from the Prime Minister (23rd March 2020) regarding minimising social gathering and restricting movement, the Constabulary is working with the Government to consider how these rules can most effectively be enforced and will seek to work closely with our communities to ensure that people know what is expected of them. Officers will be continuing to respond to emergencies and deal with serious crime.

Partnership Business unit has implemented the following:

- We have agreed to cancel all non-urgent partnership meetings (sub-groups, task and finish groups etc.) as well as multi-agency training sessions for the foreseeable time. We will conduct as much of the business as is feasible via e-mail or conference facility where possible when it is possible to do so.
- The Partnership business unit will continue to work throughout and are contactable on the usual e-mail addresses (details shown below).
- We can assure you that we are all working closely together to get through this and will continue to review our contingency plans and staffing capacity and will keep you updated. In the meantime, we would like to thank you all for all the work and support you are providing to support our children, vulnerable adults and their families during this very challenging time.

What staff and volunteers should do if they have any concerns about a child

If school staff, staff from another school, or volunteers have any concerns about a child, they should:
- report their concern directly to the DSL on site
- use the contact details provided to report their concern to the DSL (or deputy) working from home
- report their concern to the senior leader on site so that they can liaise with the DSL off site

ALL concerns passed to the designated safeguarding lead must be written, signed and dated on the relevant *'Concern'* form found in the school office *or CPOMS.*

Concerns should be addressed in accordance with the main child protection policy.

If the DSL is not on site, written concerns should be stored securely until a DSL, or other trained professional can retrieve the report. These written reports can be uploaded / attached to the CPOMS system at a later date.
Staff and volunteers should act immediately on any safeguarding concerns and not wait to discuss concerns with the DSL in person.

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 school responds to any such concerns.

Designated safeguarding leads (DSLs)

The optimal scenario for any school providing care for children is to have a trained DSL or deputy available on site and this is expected by the DfE. It is recognised this may not be possible, and where this is the case one of the following will be in place:

- one of our DSLs will be available to be contacted via phone or online video whilst working from home

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- a trained DSL from another school within the local authority will be available 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 will take responsibility for co-ordinating 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.

Whatever the scenario, it is important that all school staff and volunteers have access to a trained DSL or deputy and know on any given day who that person is and how to speak to them. There will be clear guidance provided to staff on site indicating how to contact DSL and deputy. DSL contact details will be displayed in the staffroom / stored securely with pupils' emergency details.

It is acknowledged that face to face DSL training is very unlikely to take place during this period and online training will be explored with the support of Durham Safeguarding Children Partnership.

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.

Vulnerable children

Vulnerable children expected to attend school, 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 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

Our school will continue to notify social workers where children with a social worker do not attend. We 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, our 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 penalised if their child does not attend educational provision.

Our school will 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.

Ensuring that vulnerable children remain protected is a top priority for the government. Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans, read more in the Government guidance January '21 for further information.

The Local Authority have the key day-to-day responsibility for delivery of children's social care. Social workers and the Virtual Schools Head will continue to work with vulnerable children in this difficult period and should support these children to access this provision. There is an expectation that children with a social worker will attend provision, unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child.

Staff training and safeguarding induction

All existing school staff have already had safeguarding training and have read part 1 of KCSIE. It is important for these staff that they have an awareness 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 school, they should continue to be provided with a safeguarding induction. Our full child protection policy will support this process as will part 1 of KCSIE.

In most cases, the existing workforce 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.

Children moving schools

If our children are attending another setting, it will be important for our school to do whatever we 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 Virtual School Head 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 should take responsibility.

Whilst we must continue to have appropriate regard to data protection and GDPR this does not prevent the sharing of information for the purposes of keeping children safe. Further advice about information sharing can be found at paragraphs 82-88 of KCSIE.

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. If recruiting new staff, we will

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continue to follow the relevant safer recruitment processes for our school, including, as appropriate, relevant sections in part 3 of 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.

There is no requirement to obtain a new DBS check for returning staff who have continued to be employed but have not been working in regulated activity during partial school closures. If for any reason the school has concerns about the individual, they may obtain a new check in the usual way. See KCSIE p.35 for the definition of 'Regulated Activity'.

The type of setting on the DBS check, for example a specific category of school, is not a barrier. The same principle applies if childcare workers move to work temporarily in a school setting. The receiving institution should risk assess as they would for a volunteer (see above).

Whilst the onus remains on our school to satisfy ourselves that someone in our setting has had the required checks, including as required those set out in part 3 of KCSIE, in the above scenario this can be achieved, if the receiving institution chooses to, via seeking assurance from the current employer rather than requiring new checks.

Schools must continue to follow their 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 179 of KCSIE.

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that the school is aware, on any given day, which staff/volunteers will be in school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, we will continue to keep the single central record (SCR) up to date as outlined in paragraphs 164 to 171 in KCSIE. The Single Central Record can, if a school chooses, provide the means to log everyone that will be working or volunteering in a school on any given day, including any staff who may be on loan from other institutions. The Single Central Record can also, if a school chooses, be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.

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Mental health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Teachers should be aware of this in setting expectations of pupils' work where they are at home. The Department for Education has provided separate guidance on providing education remotely.

Where we are providing care for children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for them. The Department for Education guidance on mental health and behaviour in schools outlines how mental health issues can bring about changes in a young person's behaviour or emotional state which can be displayed in a range of different ways, and that can be an indication of an underlying problem.

Support for pupils in the current circumstances can include existing provision in the school (although this may be delivered in different ways, for example over the phone) or from specialist staff or support services. You can read the guidance on mental health and behaviour in schools.

During this time, it is likely that children and staff may be at a higher risk of experiencing a bereavement within their community or family network. If this arises, the Local Authority Educational Psychology Service will support school to provide support for staff, children and their families.

Supporting children not in school

Our school 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 CPOMS / school paper-based system as should a record of contact have made. The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

School name and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.

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

Our 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 at school need to be aware of this in setting expectations of pupils' work where they are at home. We will ensure that where we have children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS.

Safeguarding pupils and teachers online

Keeping pupils and teachers safe during remote education is essential. Teachers delivering remote education online should be aware that the same principles set out in the school's staff behaviour policy (sometimes known as a code of conduct) will apply.

Schools will use these resources to understand more about how to ensure online education is safe:

- remote education advice from The Key for School Leaders
- advice from NSPCC on undertaking remote education safely
- guidance from the UK Safer Internet Centre on remote education
Schools can access the free Professionals Online Safety Helpline which supports the online safeguarding of both children and professionals. Call 0344 381 4772 or email helpline@saferinternet.org.uk. The helpline is open from Monday to Friday from 10am to 4pm.
Guidance on teaching online safety in schools provides information to help schools ensure their pupils understand how to stay safe and behave online.

School contact with parents and carers during this time may be used to reinforce the importance of children staying safe online.

It is especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with

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Our school recognises the importance of a safe online environment and we encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites.

We may use these resources to support parents and carers to keep their children safe online:

- support for parents and carers to keep children safe online, which outlines resources to help keep children safe from different risks online and where to go to find support and advice
- guidance on staying safe online which includes information on security and privacy settings
- Thinkuknow provides advice from the National Crime Agency (NCA) on staying safe online
- Parent info is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- Childnet offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- Internet matters provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- London Grid for Learning has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- Net-aware has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- Let's Talk About It has advice for parents and carers to keep children safe from online radicalisation
- UK Safer Internet Centre has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

Reporting concerns

It is essential to have and communicate clear reporting routes so that children, teachers, parents and carers can raise any safeguarding concerns in relation to remote online education.

We will refer teachers, parents and carers to the practical support that is available for reporting harmful or upsetting content as well as bullying and online abuse, as detailed below.

Harmful or upsetting content
- reporting harmful online content to the UK Safer Internet Centre
- getting government advice and trusted resources from Educate Against Hate on safeguarding from radicalisation, building resilience to extremism, and promoting shared values

Bullying or abuse online
- get advice on reporting online abuse from the National Crime Agency's Child Exploitation and Online Protection command
- get advice and support from Anti-Bullying Alliance for children who are being bullied
- Schools may also wish to use resources such as Tootoot to provide a confidential route for pupils to report bullying or abuse.

Communicating with parents, carers and pupils

Where education is having to take place remotely due to coronavirus (COVID-19), it's important for schools, teachers and pupils to maintain professional practice as much as possible. When communicating online with parents and pupils, schools should:

- communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)
- communicate through the school channels approved by the senior leadership team
- use school email accounts (not personal ones)
- use school devices over personal devices wherever possible
- advise teachers not to share personal information

Virtual lessons and live streaming

Should schools choose to provide remote education using live streaming or pre-recorded videos, guidance from the National Cyber Security Centre (NCSC) on which video conference service is right for your school and using video conferencing services securely could help schools to set up video conferencing safely.
In addition, guidance from the UK Safer Internet Centre on safe remote learning includes detailed advice on live, online teaching, and the safeguarding guidance from London grid for learning (LGfL) includes platform-specific advice.

Teaching from home is different from teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, consider what will be in the background.

In some areas, schools may also be able to seek support from their local authority when planning online lessons and activities, and considering online safety.

Providing pastoral care remotely

Where pupils are required to remain at home, helping parents, carers and pupils to make a weekly plan or structure is important. These plans should include time for education, playing and relaxing to reduce stress and anxiety.
As set out in Public Health England's guidance for parents and carers, routine can give children and young people an increased feeling of safety in the context of uncertainty.

Schools might want to consider whether one-to-one sessions could be appropriate in some circumstances. For example, to provide pastoral care or provide support for pupils with special educational needs and disabilities (SEND).

This should be discussed and approved by the senior leadership team to assess any risks. There may be helpful solutions, such as including a parent or additional staff member in the call.

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Personal data and GDPR

Schools should continue to follow the guidance outlined in the data protection: toolkit for schools when managing personal data and may need to consider:

- taking care not to share contact details when emailing multiple people
- being careful when sharing usernames and other personal data for access to online resources
- providing access to school data systems safely

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.

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 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 and appropriate referrals made.