



COVID-19 School reopening additions to Safeguarding and Child Protection Policy at Sledmere Primary School

School Name: Sledmere Primary School

Policy owner: Mr Peter Bravo

Date: 28th May 2020

Date shared with staff: 29th May 2020

Date shared with Governors/Trust: TBC

From the week commencing 1 June, Sledmere Primary School expect to be able to welcome back more children to school. (See guidance on actions for education and childcare settings to prepare for wider opening from 1 June 2020 for more details.)
<https://www.gov.uk/government/publications/actions-for-educational-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020/actions-for-education-and-childcare-settings-to-prepare-for-wider-opening-from-1-june-2020>

The department has also published guidance on implementing protective measures in education and childcare settings to support this.
<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-protective-measures-in-education-and-childcare-settings>

[Keeping Children Safe in Education](#) (KCSIE) is statutory safeguarding guidance that schools and colleges should continue to have regard to as required by legislation and/or their funding agreements.

This addendum of the Sledmere Safeguarding, and Child Protection Policy contains details of safeguarding arrangements listed below:

1. Staff and volunteers able to identify any new safeguarding concerns about individual children as they see them in person following partial school closures
2. Staff and volunteers understand the school's process if they have any concerns about a child, including any returning child/ren, and are able to act immediately
3. Staff and volunteers keep themselves updated with continuing safeguarding updates and new guidance and are aware that Sledmere's safeguarding arrangements may be subject to change, therefore should make themselves aware of potential new procedures during unprecedented times.
4. Outline, where resources allow, that DSLs (and deputies) will have more time to support staff and children regarding new concerns (and referrals as appropriate) as more children return
5. Ensure that relevant safeguarding and welfare information held on all children (including returning children) remains accurate. Schools and colleges (led by the DSL or deputy) should be doing all they reasonably can to 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.
6. Sledmere has a clear reporting process for parents/carers to inform staff and volunteers that their child has suspected symptoms of COVID19 or feels unwell. Staff will support parents/carers following the advice set out by Public Health England
7. Changes to DSL (and deputy) arrangements - The aim is to have a trained DSL (or deputy) available on site. Where this is not the case, a trained DSL (or deputy) will be available to contact via phone or online video - for example when working remotely.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to Sledmere school safeguarding systems 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 staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of who that person is and how to speak to them. The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be remotely.

6. The process may be revised for managing any reports of peer on peer abuse and support victims (the principles as set out in part 5 of [KCSIE](#) should continue to inform any revised approach. Sledmere will listen and work with the young person, parents/carers and any multiagency partner required ensuring the safety and security of that young person. Concerns and actions must be recorded on schools safeguarding systems and appropriate referrals made.
8. Process for Domestic Abuse/Domestic Violence should continue via Operation Encompass. (contact Beverley.ledington@dudley.gov.uk)
9. Staff and volunteers should understand the Sledmere procedure 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)
10. 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 ([risk assessment guidance](#)), 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.

Read more in the guidance on [vulnerable children and young people](#).

10. Arrangements are in place to keep children who are not physically attending the school or college safe, particularly online, and how concerns about these children are reported.
11. Supporting children in school - Sledmere is committed to ensuring the safety and wellbeing of all its students. Sledmere will continue to be a safe space for all children to attend and flourish in line with implementing protective measures guidance and follow advice from Public Health England on sanitation, social distancing and other measures to limit the risk of spread of COVID19. The Executive Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Sledmere will ensure that where we care for all children we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on schools safeguarding systems.

12. Supporting Children away from School - Sledmere 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 remains in place for that child or young person.

Details of this plan must be recorded on School safeguarding systems, as should a record of all contacts made. Communication plans can include; remote contact, phone contact, doorstep visits. Other individualised contact methods should be considered and recorded.

Sledmere and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. Plans must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

Sledmere 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 will be aware of this in setting expectations of pupils' work where they are at home.

13. Children and Online Safety away from School - Staff and volunteers should be aware of the clear reporting routes for children to raise any concerns whilst working online and are able to signpost children to age appropriate practical support from:

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

Sledmere will ensure 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 continue to be made to children's social care and as required the police. Remote Education - [guidance on safeguarding and remote education](#) to support schools and colleges plan lessons safely.

Virtual Lessons and Live Streaming - There is no expectation that teachers should live stream or provide pre-recorded videos. Schools and colleges should consider the approaches that best suit the needs of their children and staff.

https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19?utm_source=cc90fb4d-85d1-4c41-837a-dd29a3eccbc2&utm_medium=email&utm_campaign=govuk-notifications&utm_content=immediate

14. Online Safety in Schools - All staff and volunteers should continue to consider the safety of their children when they are asked to work online. Online teaching 'do's and don'ts' should be the same principles as set out in the school's or college's staff behaviour policy (sometimes known as a code of conduct) and should be followed. This policy should also include acceptable use of technologies, staff pupil/student relationships and communication including the use of social media.

The policy should continue to ensure that appropriate filters and monitoring systems (read guidance on what “appropriate” looks like) are in place to protect children when they are online on the school or college’s IT systems. The policy should apply equally to any existing or new online and distance learning arrangements, which are introduced. The policy should continue to ensure any use of online learning tools and systems is in line with privacy and data protection requirements.

Staff and volunteers should be in regular contact with parents and carers. Those communications should continue to be used 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 which members of school staff (if anyone) their child is going to be interacting with online. Support for parents:

- [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 and O2, 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
 - [support for parents and carers to keep children safe from online harms](#), includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying
 - [support to stay safe online](#) includes security and privacy settings, blocking unsuitable content, and parental controls
15. Sledmere will continue to work with local safeguarding partners and receive any updated advice. DSLs (or deputies) should be leading the school or college’s input into the local arrangements
 16. Sledmere will work with and receive any updated advice 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

17. Staff to work with and support children's social workers, the local authority virtual school head for looked-after and previously looked-after children and any other relevant safeguarding and welfare partners.

Where staff are concerned about an adult working with children in the school, they should report the concern to the Executive Headteacher. If there is a requirement to make a notification to the Executive Headteacher whilst away from school, this should be verbally, and then followed up with an email to the Executive Headteacher. Managing allegations process should be followed in the usual way. Contact LADO, Yvonne Nelson-Brown, Allegations@dudley.gov.uk Concerns around the Executive Headteacher should be directed to the Chair of Governors or trustees.

Sledmere will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the Local Authority Virtual School Head (VSH) for looked-after and previously looked-after children. The lead person for this is: Harpreet Karam.

Virtual School Head (VSH) – Andrew Wright, Andrew.Wright@dudley.gov.uk

18. Attendance - Senior leaders, especially the Designated Safeguarding Lead (and deputy) know our most vulnerable children. They have the flexibility to offer a place to those on the edge of receiving children's social care support. DSL staff should continue to notify social workers where children with a social worker do not attend. They should also continue to follow up with any parent or carer whose child is expected to attend and does not. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, DSL staff will notify their social worker.

Sledmere should have at least two emergency contacts to enable communicating with parents and carers and ask for any additional emergency contact numbers where they are not available.

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

Sledmere will take attendance register from 1 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.

19. Reporting a concern - Where staff have a concern about a child, they should continue to follow the process outlined in the original school Safeguarding Policy; this includes making a report via schools safeguarding systems which can be remotely. Staff are reminded of the need to report any concern immediately.

If there is a significant safeguarding concern and/or if any child, where staying at home for a prolonged period raises a concern for DSL, refer to MASH/Children's Social Services outlining the risks on a MARF and record safeguarding details on Sledmere safeguarding system.

MASH contact: - 0300 555 0050 or 0300 555 8574 after 5pm/weekends and Bank Holidays. Email: MASH_Referrals@dudley.gov.uk