



## **COVID-19 school closure arrangements for Safeguarding and Child Protection policy annex JANUARY 2021**

**School Name: St Wilfrid's CofE Primary School**

**Policy owner: Simon Hateley**

**Date adopted: 20.1.21**

**Date shared with staff: 21.1.21**

**This policy is for use during the COVID-19 school closure from 5<sup>th</sup> January 2021 only**

# 1.Context

From 5<sup>th</sup> January 2021 government guidance requires all schools to partially close for the period of interim COVID-19 arrangements.

On 7<sup>th</sup> January 2021 The Department for Education issued 'Restricting attendance during the national lockdown: schools. Guidance for all schools in England'.<sup>1</sup>

Page 39 of that guidance indicates that schools and colleges should review their child protection policies to reflect the move to remote education for pupils who are not attending school.

This annex does not cover all the other areas in the 'Restricted Attendance guidance' for example, parents and carers who are critical workers, wearing of face coverings, or good respiratory hygiene. Schools and colleges should review the guidance and ensure it is adapted to suit the needs of their particular setting.

This annex is supplementary guidance for the period of lockdown '3', January 2021 only. During this period All schools and colleges MUST CONTINUE to have regard for the statutory guidance Keeping Children Safe in Education 2020<sup>2</sup>

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<sup>1</sup>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/950510/School\\_national\\_restrictions\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf)

<sup>2</sup> <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## 2. COVID19 January 2021 annex for your current child protection policy.

This annex of the St Wilfrid's CofE Primary School Safeguarding, and Child Protection policy will take effect from 20th January 2021 and remain in place during this period of time and will be reviewed as government policy and guidance changes.

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### 3. Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Vicki Strange	01444 413707	vstrange@stwilfrids-hh.school
Deputy Designated Safeguarding Leads	Simon Hateley Emma Russell	01444 413707	<a href="mailto:Head@stwilfrids-hh.school">Head@stwilfrids-hh.school</a> erussell@stwilfrids-hh.school
Headteacher	Simon Hateley	01444 413707	<a href="mailto:head@stwilfrids-hh.school">head@stwilfrids-hh.school</a>
Chair of Governors	Jill Garraway	01444 413707	Governors@stwilfrids-hh.school
MASH WSCC		01403 229900 (Out of Hours – 0330 222 6664)	Referrals to MASH should be made on the following web-based forms which can be accessed here: Adults - <a href="https://www.westsussex.gov.uk/raiseaconcernaboutanadult">https://www.westsussex.gov.uk/raiseaconcernaboutanadult</a> Children's - <a href="https://www.westsussex.gov.uk/Raiseaconcernaboutachild">www.westsussex.gov.uk/Raiseaconcernaboutachild</a> Referrals can also be made by telephone to 01403 229900
LADO	Miriam Williams Donna Tomlinson Assistant LADO: Sally Arbuckle	0330 222 6450 (9am - 5pm) (Out of Hours – 0330 222 6664)	<a href="mailto:LADO@westsussex.gov.uk">LADO@westsussex.gov.uk</a>
Safeguarding in Education		0330 222 4030	<a href="mailto:safeguarding.education@westsussex.gov.uk">safeguarding.education@westsussex.gov.uk</a>

### 3. Staff Resilience – School Safeguarding Team

It is expected that our school will have a trained DSL (or deputy) available on site. However, it is recognised that on occasions there may be operational challenges to this. In such cases, for our school 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)

Should we not have a DSL available on the telephone nor from another school, the member of staff operationally in charge of the school at that time will be responsible for co-ordinating safeguarding on site.

If we are aware we may face the possibility of not having a DSL available either on the school site, on the telephone, or from another school we will make immediate contact with the WSCC Safeguarding in Education

Team on 0330 222 4030 or email [safeguarding.education@westsussex.gov.uk](mailto:safeguarding.education@westsussex.gov.uk) for advice and support.

#### 4. Capacity of DSL team in our school

DSL on site Monday to Friday. If DSL not on site, deputy DSL on site to cover. St Wilfrid's CofE Primary school has a Designated Safeguarding Lead (DSL) and two Deputy DSLs.

The Designated Safeguarding Lead is: Vicki Strange

The Deputy Designated Safeguarding Leads are: Simon Hateley and Emma Russell

Contact details for these are:

Role	Name	Contact	Email
<b>DSL (Deputy Headteacher)</b>	<b>Vicki Strange</b>	01444 413707	<a href="mailto:vstrange@stwilfrids-hh.school">vstrange@stwilfrids-hh.school</a>
<b>Deputy DSL (Headteacher)</b>	<b>Simon Hateley</b>	01444 413707	<a href="mailto:Head@stwilfrids-hh.school">Head@stwilfrids-hh.school</a>
<b>Deputy DSL (SENcO)</b>	<b>Emma Russell</b>	01444 413707	<a href="mailto:erussell@stwilfrids-hh.school">erussell@stwilfrids-hh.school</a>

All regular duties of the Safeguarding and Child Protection team in our school will remain during this period of lockdown in order to protect all of children and young people, whether they are attending school or accessing learning remotely.

This will include:

- Managing concerns raised
- Updating and managing access to safeguarding and child protection records by liaising with the offsite DSL (or deputy)
- Undertaking risk assessments for all pupils as necessary  
Co-ordinating safeguarding provision and checks for all vulnerable pupils on and off site
- Liaising with children's social workers where they require access to children to carry out statutory assessments at the school or college and engaging with key safeguarding partners when requested, in an appropriate and safe manner.

#### 5. Safeguarding Training and Induction

Keeping Children Safe in Education 2020 states:

*72. The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.*

*73. In addition to their formal training as set out above, their knowledge and skills should be updated (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.*

## 5.1 DSL Training

Our school recognises both DSL induction and refresher courses have been made available by WSCC as on-line courses and which can only be booked via the Safeguarding in Education pages on the West Sussex Service for Schools Site. We will ensure all our DSLs are trained within their two-year cycle.<sup>3</sup>

Our school will also consider if we need to train additional DSLs to mitigate the risk of the majority of our DSL team being away from work and not contactable.

## 5.2 Continual Professional Development

We also recognise the Safeguarding in Education pages on West Sussex Service for Schools contain many resources for DSL continual professional development, including a digital library and other relevant information.

## 5.3 The DSL training dates for our staff are:

<b>Name of staff member</b>	<b>Type of training and date of issue</b>	<b>Role in school</b>
Ms Vicki Strange	DSL – Child Protection Training – 12/3/20	Lead DSL
Mr Simon Hateley	DSL – Child Protection Training – 7/10/20	Deputy DSL
Mrs Emma Russell	DSL – Child Protection Training – 2/7/19	Deputy DSL

## 5.4 Staff training

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). All staff are aware of WSCC procedures for referral and have access to key contacts to do this.

Any new staff, including volunteers, who join the school will receive full safeguarding training.

## 5.5 Raising a Safeguarding Concern

All staff will continue to follow the normal processes as outlined in our child protection and safeguarding policy for raising safeguarding concerns about any child or young person, whether they attend our school or receive education elsewhere.

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<sup>3</sup> <https://schools.westsussex.gov.uk/>



## 6. Vulnerable children

The Department for Education have identified vulnerable children as those who<sup>4</sup>:

1. 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
2. have an education, health and care (EHC) plan
3. 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

### 6.1 Identifying our Vulnerable Children

Our school will use the above definitions to identify our vulnerable children. We have a confidential system (CPOMS) accessed only by those who need to know so we can identify each vulnerable child and monitor attendance and other concerns.

We recognise in the DfE guidance that all schools and colleges are expected to allow and strongly encourage vulnerable children and young people to attend and that parents/carers of vulnerable children and young people are strongly encouraged to take up the place.

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<sup>4</sup> <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision#vulnerable-children-and-young-people>

Our school will support this by daily monitoring of vulnerable pupil's engagement with remote learning and speaking at least weekly with parents of those choosing not to attend school to reassess possibility of their attendance.

## 6.2 Identifying Our Vulnerable Children

All identified vulnerable pupils are indicated (with reasons) on our CPOMS system all communication and actions relating to engagement are recorded on this.

## 6.3 Supporting Our Vulnerable Children who are attending school

We will continue with our normal processes of supporting our vulnerable children when they are at school. This will include using such tools as 'Day in My Life' as necessary.

## 6.4 Hearing the Voice of the Child

Our school is very aware that the usual members of staff, whom children and young people may go to when needing to share their worries, may not be physically present at school or immediately available due to self-isolating etc. We will ensure all of our children and young people know who they can go to should they have worries if their usual staff member is unavailable.

## 6.5 Vulnerable Children Not Attending

If any of our vulnerable children and young people do not attend, our school will:

- work together with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance considering the child's circumstances and their best interests
- work together with the local authority and social worker (where applicable) and other relevant partners to encourage the child or young person to attend educational provision, particularly where the social worker agrees that the child or young person's attendance would be appropriate
- Maximise the opportunities to understand the lived experience of all of our children who are not attending during lockdown, and particularly those who we recognise are vulnerable.

## 6.6 Leave of Absence

Latest guidance states vulnerable children are still expected to attend school full time, they should not be marked as Code X if they are not in school (except if they are shielding, self-isolating or quarantining). If the parent of a vulnerable child wishes their child to be absent, the parent should let the school know.

The Department of Education expects schools to grant applications for leave of absence given the exceptional circumstances. This should be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.

Where our school / college grants a leave of absence to a vulnerable child or young person we will still speak to parents and carers, and social workers (where applicable) to explore the reasons for this and any concerns raised. The discussions should focus on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home.



Where providers have had to temporarily stop on-site provision on public health advice, they should inform the local authority to discuss alternative arrangements for vulnerable children and young people and work towards welcoming back pupils as soon as possible, where feasible to do so.

Our school will work collaboratively with other schools and education providers and other local partners (including the local authority, social workers, police, youth services, key workers etc.) to maximise opportunities for face-to-face provision for vulnerable children.

Our school / college will continually review the safeguarding risks to our vulnerable children and young people and will raise concerns with Early Help and / or MASH when and where relevant.

We recognise that if any of our students are accommodated with a host family for 28 days or more then we will share the information with WSCC MASH (contact details above) to enable private fostering assessments to be undertaken.

## **7. Recruitment, Supply and other temporary staff or peripatetic teachers**

Our school will follow our normal procedures for safer recruitment and will continue to undertake all necessary safeguarding and right to work checks for any new members of staff, supply cover or other temporary staff, including volunteers, who come into our school or college.

### **7.1 Lateral Flow or other testing – volunteers**

We will ensure that any volunteers who attend our school to assist with lateral flow testing, or any other testing, will be subject to the same safer-recruiting checks as any other volunteer. If that is not possible in the time frames available to complete all of those checks then those volunteers will be supervised by school staff, who do have the relevant checks in place, at all times.

## **8. Remote Education**

Our school recognises the temporary continuity direction<sup>5</sup> which makes it clear that schools and colleges have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19).

Deliver remote education as detailed on our school website [here](#)

## **9. Delivering Remote Education Safely and Safeguarding**

Appendix A of this Annex outlines how our school and college will deliver remote education safely.

## **10. Pupil wellbeing and Support**

Our school / college recognise that our children and young people 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

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<sup>5</sup> <https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note>

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.

In order to support our pupils' wellbeing, we will work with our children, families and partner agencies to support our children and young people.

Please see Appendix B for further information.

## **11. Support from the Local Authority**

The WSCC Safeguarding in Education Team are offering daily safeguarding support to schools and can be contacted by:

Phone - 0330 222 4030

Email - [safeguarding.education@westsussex.gov.uk](mailto:safeguarding.education@westsussex.gov.uk)

## Appendix A - Delivering Remote Education Safely and Safeguarding

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### 1. Aims

This remote learning policy for staff aims to:

- o Ensure consistency in the approach to remote learning for pupils who aren't in school
- o Set out expectations for all members of the school community with regards to remote learning
- o Provide appropriate guidelines for data protection

### 2. Roles and responsibilities

#### 2.1 Teachers

**Teachers continue to be responsible for their classes. Under the structure of remote learning in place they respond to emails during set times.**

If teachers are unable to work for any reason during this time, for example due to sickness or caring for a dependent, they should report this using the normal absence procedure.

When providing remote learning, teachers are responsible for:

Setting up the learning for the week by Monday 8am:

The learning grid outlining the tasks for each day of the week

Resources needed to complete the tasks

Providing feedback on work:

Parents/carers will email learning in to class teachers by 3.30pm

Feedback will be shared via email either after school for work emailed in by 3.30pm deadline or the next day.

Keeping in touch with pupils who aren't in school and their parents:

Children learning remotely are invited to a daily teams group meeting where the class teacher sets out the e-learning for the day.

Parents are encouraged to use the shared year group email to discuss learning.

A log is kept of engagement with Teams meeting and learning completed.

Attending virtual meetings with staff, parents and pupils :

Where possible for virtual meetings, staff will be in school. However, if working from home then they will need to be dressed as if at work and have a neutral background behind them.

#### 2.2 Teaching assistant

- At this time, TAs are not used to support with remote learning.

#### 2.3 Senior leaders

Alongside any teaching responsibilities, senior leaders are responsible for:

Co-ordinating the remote learning approach across the school

Monitoring the effectiveness of remote learning  
Monitoring the security of remote learning systems, including data protection and safeguarding considerations

## **2.4 Designated safeguarding lead**

The DSL is responsible for:

**See adapted WS model policy [here](#)**

## **2.5 Pupils and parents**

Staff can expect pupils learning remotely to:

Be contactable during the school day – although they may not always be in front of a device the entire time

Complete work to the deadline set by teachers

Seek help if they need it, from teachers via email

Alert teachers if they're not able to complete work

Staff can expect parents with children learning remotely to:

Make the school aware if their child is sick or otherwise can't complete work

Seek help from the school if they need it – if you know of any resources staff should point parents towards if they're struggling, include those here

Be respectful when making any complaints or concerns known to staff

## **2.6 Governing board**

The governing board is responsible for:

Monitoring the school's approach to providing remote learning to ensure education remains as high quality as possible

Ensuring that staff are certain that remote learning systems are appropriately secure, for both data protection and safeguarding reasons

# **3. Who to contact**

If staff have any questions or concerns about remote learning, they should contact the following individuals:

Issues in setting work – contact Simon Hateley

Issues with behaviour – contact Vicki Strange

Issues with IT – contact Simon Hateley

Issues with their own workload or wellbeing – contact Vicki Strange or Simon Hateley

Concerns about data protection – contact SM

Concerns about safeguarding – contact DSL

# **4. Data protection**

## **4.1 Accessing personal data**

When accessing personal data for remote learning purposes, all staff members will:

All staff should use the secure email system to provide feedback. Where they need to access personal data such as phone numbers or emails then they use the remote access portal to access SIMs and ensure

they log off before shutting down device. No personal data should be downloaded from SIMs and stored on an unsecure device or personal device.

#### **4.2 Processing personal data**

Staff members do not need to collect and/or share personal data such as part of the remote learning system. Staff are reminded to collect and/or share as no personal data online.

#### **4.3 Keeping devices secure**

All staff members will take appropriate steps to ensure their devices remain secure. This includes, but is not limited to:

- Keeping the device password-protected – strong passwords are at least 8 characters, with a combination of upper and lower-case letters, numbers and special characters (e.g. asterisk or currency symbol)
- Ensuring the hard drive is encrypted – this means if the device is lost or stolen, no one can access the files stored on the hard drive by attaching it to a new device
- Making sure the device locks if left inactive for a period of time
- Not sharing the device among family or friends
- Installing antivirus and anti-spyware software
- Keeping operating systems up to date – always install the latest updates

### **5. Safeguarding**

See updated CP policy [here](#)

### **6. Monitoring arrangements**

This policy will be reviewed termly, unless Government guidance changes, by Simon Hateley, Head. At every review, it will be approved by the full governing body.

### **7. Links with other policies**

This policy is linked to our:

- Behaviour policy
- Child protection policy and coronavirus addendum to our child protection policy
- Data protection policy and privacy notices
- Home-school agreement
- ICT and internet acceptable use policy
- Online safety policy

## Appendix B – Children Requiring Mental Health Support

1. We recognise our school has an important role to play in supporting the mental health and wellbeing of our pupils.
2. We recognise mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Our school/college has an Emotional Well-being Lead and that is Vicki Strange

1. As a school we will have a clear system and process in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. We will make sure all staff and volunteers are aware of our system.
2. Where there are concerns about the mental health, wellbeing and safeguarding of a child, staff will immediately discuss those concerns with the Designated Safeguarding Lead.
3. We are aware of recent government publications:
  - [Preventing and tackling bullying](#),<sup>6</sup>
  - [Mental health and behaviour in schools](#),<sup>7</sup> and
  - [Promoting children and young people's emotional health and wellbeing](#)<sup>8</sup>.
4. Our staff are aware of the West Sussex Community Mental Health Liaison Service <https://www.sussexpartnership.nhs.uk/west-sussex-cmhl-service#:~:text=The%20new%20Community%20Mental%20Health,to%20moderate%20mental%20health%20conditions> who provide an early intervention and prevention service for professionals who are working with young people under the age of 18, and are concerned about a young person's mental health and wellbeing. This service is available to our school.
5. We are aware that we can obtain advice and support from School Nursing Service <https://www.sussexcommunity.nhs.uk/downloads/services/west-sussex-school-nursing/west-sussex-school-nursing-leaflet.pdf>
6. We are also aware of the resources available to our school from the Mentally Healthy Schools website <https://www.mentallyhealthyschools.org.uk/>
7. For our pupils aged 11-19 we are aware of the [ChatHealth](#) text service and [YES - Youth Emotional Support Service](#)

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<sup>6</sup>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

<sup>7</sup> <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

<sup>8</sup> <https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

### Self-Harm Guidance for Schools

Managing self-harm guidance and tool kit for schools in West Sussex has recently been created with the latest information and resources to help recognise the signs, identify risks and access the support available.

We recognise that [Self-Harm Guidance for schools](#) is available to anyone working in education, to support staff when dealing with students who self-harm, or are at risk of intentionally harming themselves.