Beech Hyde Primary School and Nursery

Safeguarding in the event of Extended School Closure

*Please note: This guidance has been created in response to the COVID-19 outbreak of Spring 2020. It is based on government guidelines and is subject to change as the situation continues. This guidance will be updated in line with any further guidance from the government or the LA.*

It is important that all staff and volunteers are aware of any new policy and are kept up to date as it is revised. The revised policy should continue to be made available publicly.

### 'Keeping children safe in Education' 2020
KCSIE is statutory safeguarding guidance to ensure that schools and colleges should continue to have regard to, as per their legislative duty and/or funding agreement requirements. Whilst we acknowledge that these are challenging times, the principles set out in KCSIE 2020 still underpin all the work we do to support children and keep them safe. These are set out below:
- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in a school community has a safeguarding concern about any child they should continue to act and act immediately
- a DSL, a deputy DSL or another DSL trained member of SLT should always be available
- 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

However, during a time of extended closure during term time the following points set out how we will amend our processes. Beech Hyde Primary School and Nursery will, as far as is reasonably possible, take a whole institution approach to safeguarding so that any new policies and processes in response to any closure e.g COVID-19, are not weakening our approach to safeguarding or undermining our child protection policy

### Child Protection Policy Procedures
At Beech Hyde we have a 'tell a person policy' in relation to safeguarding. This policy remains and if a member of staff has a concern about a child they should act immediately, by contacting one of the people below.
The DSL is Kate Harvey (Headteacher) and she can be contacted on 07854 3374 068
The Deputy DSLs are:
Tracey Berry (Assistant Headteacher/ INCo) and she can be contacted on 07932 076033
Julie Field (Assistant Headteacher / EYFS Leader) and she can be contacted on 07799 753235.

It is very important that you speak to someone to pass on your concern so keep trying until you speak to someone in person.
If you have exhausted all telephone avenues, please send your concern to admin@beechhyde.herts.sch.uk copying in Kate Harvey head@beechhyde.herts.sch.uk Tracey Berry tracey.berry@beechhyde.herts.sch.uk and Julie Field julie.field@beechhyde.herts.sch.uk

If you have a concern about the behaviour or safety of a member of staff then please contact **the above named people.** (The principles in part 4 of KCSIE will continue to support how a school or college responds to any such concerns)

The Safeguarding Governor is **Sarah Medlock. S**hould you wish to contact her about a safeguarding matter then please email her at admin@beechhyde.herts.sch.uk.

In the event of a concern being raised procedures will follow the usual pattern as much as possible. The DSL or member of DSL trained staff will ask the member of reporting staff to complete a Record of Concern by email. This will be password protected when returned.

The DSL will either call Children's services directly or call the LADO for advice (in place of the currently closed Consultation Hub). Advice will be taken and followed accordingly.

## Looked After Children

We recognise 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

## Support for Vulnerable Students

At the time of an extended closure there are 2 groups of vulnerable students:

Group 1 - those designated by the government as Vulnerable

- Children Looked After by the LA
- Children on a CP or CIN plan with a Social Worker
- Children with an EHC Plan

Group 2 - Children who are vulnerable for other reasons known to the school

A list of vulnerable students will be drawn up and (including all the students in Group 1 and 2) and key staff will contact at least weekly to see that they are safe and well, and to ask if there is any support needed. If contact can not be made then the DSL should be made aware and takes appropriate steps to ensure safety.

Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and VSHs will continue to work with vulnerable children in these circumstances and should support these children to access this provision. Procedures are in place to make sure that these children and their parents/carers know that they can access school and a free school meal on site if this is the best place for them. 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. Senior leaders, especially DSLs (and deputies) know who their most vulnerable children are and have the flexibility to offer a place to those on the edges of receiving children's social care support.

School and college staff should continue to work with and support children' social workers to help protect vulnerable children. This will be especially important during an extended closure period. DSL's/ DDSL's may attend CP and CIN meetings via video conferencing if needed.

All pupils will be given clear guidelines on how to access support from the school or from other services should they need it via our website or twitter account.

Where schools and colleges collaborate and children and/or staff from multiple settings are clustered in one place, the principles in Keeping children safe in education (KCSIE) and this guidance continue to apply. In particular, the school or college that is acting as the hub in the cluster should continue to provide a safe environment, keep children safe and ensure staff and volunteers have been appropriately checked and risk assessments carried out as required.

**Free School Meals and PPG students**
Procedures will be put in place to ensure that all students entitled to a free school meal still receive that provision. This could be by delivery of a weekly food parcel, food bank or supermarket vouchers or a meal on site.

**Designated safeguarding leads (DSLs)**
The optimal scenario for any school or college providing care for children is to have a trained DSL or deputy available on site. A senior leader and trained DSL should be on site each day at **Beech Hyde** during closure. However if this is not possible, there are 2 options:

- a trained DSL or deputy from the school can be available via phone
- sharing trained DSLs or deputies with other schools (who should be available to be contacted via phone)

Where a trained DSL or deputy is not on site, in addition to one of the above options, a senior leader/teacher will take responsibility for coordinating 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
It is acknowledged that DSL training is very unlikely to take place during this period (although the option of online training can be explored). For the period of closure 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.

**Attendance**
The school will follow guidelines from the LA and DfE with regard to recording attendance in the period of an extended closure.
In the instance of COVID-19 outbreak Spring 2020, local authorities and schools do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. School and social workers will be agreeing with families whether children in need should be attending education provision – and the school should then follow up on any child that they were expecting to attend, who does not. Schools should confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. In all circumstances where a vulnerable child does not take up their place at school or college, or discontinues, the school or college should notify their social worker.
A daily online attendance form to keep a record of children of critical workers and vulnerable children who are attending school has been introduced. This allows for a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the department on the number of children taking up places.
The DSL or other senior member of staff  completes both the register of students and the DfE return by 12pm each day.

**Staff training and safeguarding induction**
All existing school staff will already have had safeguarding training and have read part 1 of KCSIE. 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 or college, they should continue to be provided with a safeguarding induction including an up to date child protection policy and part 1 of KCSIE. The existing school workforce may move between schools and colleges on a temporary basis in response to closure e.g. COVID-19. The receiving school or college should judge, on a case-by-case basis, the level of safeguarding induction required. 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 and colleges

It will be important for any school or college whose children are attending another setting to do whatever they 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 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 individuals 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 schools and colleges 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 in the KCSIE document.

## 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.

Where we are providing for children of critical workers and vulnerable children on site, schools should ensure appropriate support is in place for them. 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.

## Peer on Peer abuse

Given the very different circumstances schools and colleges 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)

## Children and online safety away from school and college

During this time children's time online will increase due to extended periods at home and the need to utilise the internet for online learning. Regular updates on keeping safe on line will be sent to parents and students. All schools and colleges should be doing what they reasonably can to keep all of their children safe. In most cases, the majority of children will not be physically attending the school or 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 child protection policy and where appropriate referrals should still be made to children's social care and as required by the police.

All schools and colleges should consider the safety of their children when they are asked to work online. The starting point for online teaching should be the same principles as set out in the school's Online Safety Policy. This policy includes acceptable use of technologies, staff/student relationships and communication including the use of social media. The policy applies equally to any existing or new online and distance learning arrangements which are introduced.

Any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

All pupils who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online. Pupils have been made aware of both reporting routes back to the school or to age appropriate practical support from;

- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

In our communications with parents we will 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 who from the school or college (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school online offer with support from online companies and in some cases individual tutors. In our communications with parents/carers we will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children. 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

## Remote Teaching

During times of extended closure we know that staff and students will miss the classroom experiences that bring teaching alive but  it is also the most important time to keep hold of safeguarding guidelines. In a crisis, there are always people who will use the difficulties for their own advantage.

Live streaming can only be conducted with the express agreement of the Headteacher. If live teaching is to be considered the product used for interaction and the format is important. Live streaming video and audio is a concern, so an asynchronous method would be better. For example, creating a video and using a school email address to ask questions or discuss points afterwards. Live Webcams in teaching and learning – safeguarding issues to consider;

- No 1:1s, groups only (The biggest risk on remote learning with 1:1s is around grooming, so the risk assessment must mitigate against this risk.)
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- The live class should be recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day
- Language must be professional and appropriate, including any family members in the background
- Schools should risk assess the use of live learning using webcams
- Data Controllers need to reassure themselves that any teaching/learning software and/or platforms are suitable and raise no privacy issues; or use cases against the providers terms and conditions (for example, no business use of consumer products)

## Safer recruitment/volunteers and movement of staff

Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. If schools and colleges are recruiting new staff, they should continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of KCSIE. In response to extended closures e.g. 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.

Where schools and colleges are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE.

Regarding members of the school or college workforce already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another school or college to support the care of children. 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 schools and colleges to satisfy themselves that someone in their 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 163 of KCSIE.

Schools should 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. All referrals received by the TRA will continue to be considered. Where referrals on serious safeguarding matters are received and it is deemed that there is a public interest in doing so consideration will be given as to whether an interim prohibition order (IPO) should be put in place. The TRA will continue to progress all cases but will not schedule any hearings at the current time.

Schools must continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE. The SCR can, if a school chooses, provide the means to log everyone that will be working or volunteering in a school or college on any given day, including any staff who may be on loan from other institutions. The SCR can also, if a school or college chooses, be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.