

**Annex to the ODBST Child Protection and Safeguarding Policy
(Updated January 2021)**

**COVID-19 school closure arrangements for
Safeguarding and Child Protection at
Christ the Sower Ecumenical Primary School**



Policy Level:	2	<u>ODBST Statutory Policy</u> (ALL Schools with no change allowed to core text. Changes to school name and school's usual sign-off and review date reminders allowed)
Other related ODBST policies and procedures:	ODBST School Safeguarding & Child Protection Policy 2020 School Anti-Bullying Policy ODBST & School Behaviour Policy ODBST Staff Conduct Policy School SEN Policy School Vulnerable Pupils Policy School E-Safety Policy KCSIE 2020	
Committee responsible:	Academy Effectiveness Committee	
Approved by:	Exec Committee	
Date Approved:		
Date for Next Review:	01.03.21	

Context

From September 2020 schools were asked to reopen for all pupils. Restrictions on class sizes were relaxed and rules around shielding suspended. Parents were asked to ensure that their children attended regularly and the attendance requirements reinforced.

Additional guidance and regulation were introduced to cover infection risks, the routines for symptomatic pupils and staff and the contact and support from Public Health England (PHE) for the decision making process when positive test outcomes were received. A flow-chart for this now guides our actions.

However, there is still the possibility for pupils, classes and indeed whole schools to be shut down for periods due to a positive COVID outbreak. The national picture also allows for Department of Health direction for regional lock-downs which could close all schools in an area. As such the residual responsibilities for pupils around safeguarding should remain clearly understood and procedures to ensure the safety and security of children and young people are clear.

This addendum of the school Safeguarding and Child Protection policy applies to pupils of the school when they are unable or directed not to attend by reason of local or regional COVID cases and as a result, work from home using virtual learning platforms.

Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Lorraine Quirk	01908 867356	school@ctsmk.org.uk
Deputy Designated Safeguarding Lead	Mandy Robertson	01908 867356	school@ctsmk.org.uk
Headteacher	Lorraine Quirk	01908 867356	school@ctsmk.org.uk
Chair of Governors	Pragasen Morgan		pmorgan@ctsmk.org.uk
Trust Designated Safeguarding Lead	David Cousins	Mobile: 07884 667040 Home: 01628 440940	david.cousins@oxford.anglican.org
Safeguarding Trustee	Steve Edgar	07977148748	steve.edgar1@btinternet.com

1. Vulnerable children

1.1. Vulnerable children include

- those who have a social worker
- those children and young people up to the age of 25 with education, health and care (EHC) plans.

1.2. Those who have a social worker include children who

- have a Child Protection Plan



- those who are looked after by the Local Authority.
- 1.3. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.
 - 1.4. Those with an EHC plan are expected to attend school and so are also expected to engage in the remote learning¹ offered by schools.
 - 1.5. Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.
 - 1.6. Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.
 - 1.7. There is an expectation that vulnerable children who have a social worker will engage in the education being provided remotely by the school. In circumstances where a bubble or school closure is directed by PHE the school's remote learning will be provided for the cohort or school. The social worker will work with the parents/carers to encourage engagement in this type of remote learning.
 - 1.8. The school will encourage our vulnerable children and young people to attend a school, including remotely if needed.
 - 1.9. Where class, whole school or regional lockdowns mean pupils cannot attend school remote learning relies on access to IT equipment and internet connections. Each school has a named member of staff who will be the contact under the DfE scheme to [provide laptops and tablets for children](#) who cannot attend school due to coronavirus.

Schools will be able to order an allocation of devices for:

- disadvantaged children in years 3 to 11 who do not have access to a device and whose face-to-face education is disrupted
- disadvantaged children in any year group who have been advised to shield because they (or someone they live with) are clinically extremely vulnerable
- disadvantaged children in any year group attending a hospital school

Devices can be ordered for disadvantaged children in years 3 to 11 who are unable to attend school when:

- a primary school is only open to vulnerable children and the children of critical workers
- a school has 15 or more children in years 3 to 11 who are self-isolating having each been exposed to a confirmed case outside the school community
- a local health protection team has advised a group of children in years 3 to 11 (such as a 'bubble' or year group) not to attend school
- a school or college is fully open, but supporting a disadvantaged child living in another area who is unable to attend due to local travel restrictions

Devices can be ordered for disadvantaged children in any year group who are unable to attend school when:

¹ All ODBST schools have a Remote Learning Policy which sets out the provision and expectations for pupils required to isolate and not attend school for a period of time.



- a school supports a clinically extremely vulnerable and disadvantaged child who has been [instructed to shield](#) by a medical professional or local health protection team

2. Safeguarding and clusters

- 2.1. In some circumstances schools may be asked to collaborate and children and/or staff from multiple settings may be directed to attend a different or shared site. In these cases the principles in [Keeping children safe in education \(KCSIE\)](#) and this guidance continue to apply. In particular, the school 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. Additional advice on clusters and safeguarding will be provided.

3. Attendance monitoring

- 3.1. From the start of the autumn term 2020 pupil attendance will be mandatory and the usual rules on attendance will apply. Education settings are required to complete their usual day-to-day attendance processes including any returns to the LA or DfE and to follow up on non-attendance. However, in the event of a closure directed by PHE or as a result of the assessment by the Headteacher that the setting is not to open all day for groups of or all pupils, changes to the regulations governing school attendance registers allow a new category of non-attendance – ‘not attending in circumstances related to coronavirus (COVID-19)’.
 - 3.2. This category must only be used to record sessions that take place in the 2020 to 2021 academic year where a pupil does not attend because their travel to, or attendance at, school would be:
 - contrary to guidance relating to the incidence or transmission of coronavirus (COVID-19) from Public Health England (PHE) and/or the Department of Health and Social Care;
 - prohibited by any legislation (or instruments such as statutory directions) relating to the incidence or transmission of coronavirus (COVID-19)
 - 3.3. This new category of non-attendance will not count as an absence (authorised or unauthorised) for statistical purposes.
 - 3.4. The school will then follow up on any pupils that were expecting to attend, who are classified as vulnerable and for whom the school retains, through their EHCP, responsibility for statutory provision for their need.
 - 3.5. To support the above, the school will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.
 - 3.6. In all circumstances where a vulnerable child is not able through local or area closure to attend the setting, the school will notify their social worker.

4. Designated Safeguarding Lead

- 4.1. The school has a Designated Safeguarding Lead (DSL) and a Deputy DSL.
 - The Designated Safeguarding Lead is: **Lorraine Quirk**



- The Deputy Designated Safeguarding Lead is: **Mandy Robertson**
 - Other trained DSL's are Kaajal Mushtaq and Saeda Wilson-Andoh
- 4.2. The optimal scenario is to have a trained DSL (or deputy) available on site. Where partial or full closure limits this the DSL (or deputy) will be available to be contacted via phone or using remote video connection - for example when working from home. All ODBST schools have a reciprocal agreement to support safeguarding and any DSL can be contacted for advice and support in an emergency (see appendix A)
- 4.3. Where a trained DSL (or deputy) is not on site due to direction to self-isolate, in addition to 4.2, a senior leader will assume responsibility for co-ordinating safeguarding arrangements on site and make contact with a Trust DSL to arrange temporary cover.
- 4.4. This might include updating and managing access to CPOMs and liaising with an 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.
- 4.5. It is important that all staff and volunteers in the school 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.
- 4.6. The temporary DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

5. Reporting a concern

- 5.1. Staff are reminded of the need to report any concern immediately and without delay.
- 5.2. Where staff have a concern about a child as a result of virtual class contact or specific virtual disclosures they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via the children causing concern forms, which can be done remotely.
- 5.3. Staff should ensure that the concern is received by the DSL. In the event that a member of staff cannot access their safeguarding system remotely, they should email the Designated Safeguarding Lead and Headteacher asking for a direct contact to discuss their concerns and email their concerns in writing.
- 5.4. Where staff are concerned about an adult engaging with children through the virtual platform, they should report the concern to the headteacher. If the headteacher is isolated or working remotely, this should be done verbally and followed up with an email to the headteacher. In the event that the headteacher is unavailable the contact should be to the Trust Designated Safeguarding Lead (David Cousins- -).
- 5.5. Concerns around the Headteacher should be directed to the Chair of Governors: Pragasen Morgan. ODBST will continue to offer support in the process of managing such allegations.

6. Safeguarding Records

- 6.1. During a closure a school should continue to maintain records and chronologies for pupils



where a concern is raised or where follow-up contact is received. The DSL should regularly review new paperwork or referrals (see 5.3)

- 6.2. A secure and well understood confidential procedure for emergency access to locked safeguarding files and password access to the managerial levels of any safeguarding software should be created. This should allow for access to files and information where senior leaders and the DSL(s) may be unable to act due to illness or self-isolation. A clearly understood chain of authority should set out who has access to this information and is authorised to act on behalf of the Headteacher and/or DSL in their absence. This document should be uploaded to Safesmart so MAT officers can also access this in an emergency.

7. Safeguarding Training and induction

- 7.1. DSL training is unlikely to take place whilst there remains a threat of the COVID 19 virus.
- 7.2. 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.
- 7.3. All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020) as part of their induction and initial staff meetings. The DSL should communicate with staff through virtual means any new local arrangements, so they know what to do if they are worried about a child.
- 7.4. Where new staff are recruited, or new volunteers are given access to the virtual learning platform, they will continue to be provided with a safeguarding induction with a focus on the school's E-Safety and Virtual Learning Policy.
- 7.5. If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-
 - the individual has been subject to an enhanced DBS and children's barred list check
 - there are no known concerns about the individual's suitability to work with children
 - there is no ongoing disciplinary investigation relating to that individual
- 7.6. For movement within the Trust, schools should seek assurance from ODBST's HR Manager that the member of staff has received appropriate safeguarding training.
- 7.7. Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

8. Safer recruitment/volunteers and movement of staff

- 8.1. It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff the school will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).
- 8.2. 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.



- 8.3. Where the school is utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a new volunteer who has not been checked be given unsupervised access to the virtual learning platform or allowed to engage in regulated activity via such a platform. Volunteers who have previously been checked by the school (i.e. not new people) will not have to undergo a repeat DBS check while the restrictions continue. The school will ensure that all risk assessments in respect of volunteers are kept up to date and if any concerns do arise about an individual's suitability to work with children they will be asked to stop their support in school while a repeat DBS check will be undertaken.
- 8.4. The school will continue to follow the 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.
- 8.5. The school will 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'.
- 8.6. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk
- 8.7. Whilst acknowledging the challenge of the current National emergency, Trustees continue to believe that it is essential from a safeguarding perspective that all schools are aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, the school will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE and ODBST guidance.

9. Online safety in schools

- 9.1. The school will continue to provide a safe environment, including online. This includes the use of an online filtering system.
- 9.2. Where students are using computers in school, appropriate supervision will be in place.

10. Children and online safety away from school

- 10.1. It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.
- 10.2. Online learning should follow the same principles as set out in the MAT code of conduct.
- 10.3. The school will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.
- 10.4. Below are areas for all staff to consider when delivering virtual lessons, especially where webcams are involved²:
 - No 1:1s, groups only

² ODBST Safeguarding and Safe Remote Learning Guidance



- 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 the background should be blurred.
- The live sessions could be recorded so that if any issues were to arise, the video can be reviewed. However, the presence of another member of staff would make this less of an issue and issues of the recording and storage of pupil images need to be carefully considered particularly where permission to store images is not given or where storage is outside the school's control (ie external PE coach).
- 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.
- Staff must only use platforms agreed by the SLT of their school to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

11. Supporting children not in school

- 11.1. The school is committed to ensuring the safety and wellbeing of all its children and young people through supporting parents with understanding Personal Protective Equipment (face coverings) requirements and awareness of national and local tier systems, provision of Free School Meals (FSM) where eligible and accessing coronavirus testing
- 11.2. 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, as should a record of contact have made.
- 11.3. The 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. Teachers at the school need to be aware of this in setting expectations of pupils' work where they are at home.
- 11.4. The school will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded.

12. Supporting children in school when open or partially open

- 12.1. The school is committed to ensuring the safety and wellbeing of all its pupils.
- 12.2. The school will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff:pupil ratio numbers are appropriate, to ensure safety.
- 12.3. The school will refer to the Government guidance for education and childcare settings on how to implement hygiene standards, social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.
- 12.4. The school will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke



to each child and recorded on SIMS

12.5. Where the school has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – they will discuss them immediately with the Trust’s DSL.

13. Peer on Peer Abuse³

13.1. The school recognises that during a closure a revised process may be required for managing any report of such abuse and supporting victims.

13.2. 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 their Child Protection Policy.

13.3. 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.

13.4. Concerns and actions must be recorded and appropriate referrals made.

14. Support from ODBST

14.1. The Multi-Academy Trust (MAT) Central Team will provide support and guidance as appropriate to enable senior leaders and the DSL to carry out their roles effectively.

³ Peer on Peer Abuse – Policy and Procedural Guidance Including sexual violence and sexual harassment between children



