

COVID-19 school closure arrangements for Safeguarding and  
Child Protection Policy Addendum

<b>Policy owner:</b>	Helen Ellis
<b>Adopted:</b>	5 <sup>th</sup> January 2021
<b>Date shared with staff:</b>	26/01/2021

This policy is for use during the COVID-19 school closure only.

## COVID-19 School Closure Arrangements for Safeguarding and Child Protection Policy Annex

**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>

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

This annex of the WSAPC Safeguarding, and Child Protection policy will take effect 26<sup>th</sup> 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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<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>

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### 3. Key contacts

Centre/service responsibility	Name	Landline	Remote contact details
Blended and E-learning	Ben Thomas		07951 543508
Burgess Hill Secondary/Primary (and Chalkhill)	James Stuart	01444 232771	07889 414037
Chalkhill	James Stuart	01444 441805	07889 414037
Chichester	James Walters	01243 642872	07432 761118
Crawley	Alex Jones	01293 883209	07889 414032
Inclusion	Helen Ellis	-	07506 548155
Lancing Primary/Secondary	Phil Edkins	01903 270460	07889 414026
Littlehampton	James Walters	01903 278210	07432 761118
Worthing 14-16 Centre	Phil Edkins	01903 270460	07889 414026
Whole School	Helen Ellis	-	07506 548155
Whole School	Doug Thomas	01444 232771	07506 548280

**All safeguarding matters are monitored by Helen Ellis the senior designated safeguarding lead.**

In the absence of any of the centre/service designated teachers Helen Ellis can be contacted about any safeguarding matter irrespective of which centre/service it is related to.

Tel 07506 548155

**The Headteacher can be contacted on the following numbers:**

Doug Thomas, Head Teacher - **01444 232771 / 07506 548280**

Role	Name	Contact number	Email
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	0330 222 6450 (9am -5pm)	<a href="mailto:LADO@westsussex.gov.uk">LADO@westsussex.gov.uk</a>

	Donna Tomlinson Assistant LADO: Sally Arbuckle	(Out of Hours – 0330 222 6664)	
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

WSAPC will have a trained DSL (or deputy) available on site at all times. However, it is recognised that on occasions there may be operational challenges to this. In such cases, WSAPC will ensure:

- a trained DSL (or deputy) from the school can be available to be contacted via phone or online video, for example working from home
- share 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 WSAPC 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

We aim to have a trained DSL on site wherever possible. Details of all important contacts are listed in the 'Key contacts' section at the start of this addendum.

If our DSL can't be in school, they can be contacted remotely on the numbers detailed in the 'important contacts' section at the start of this addendum.

We will keep all school staff and volunteers informed by email as to who will be the DSL on site on any given day, and this will be reinforced at morning briefings.

We will ensure that DSLs, wherever their location, know who the most vulnerable children in our school are.

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**

WSAPC 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>

WSAPC 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**

WSAPC 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>Staff</b>	<b>Date</b>	<b>Training</b>
Helen Ellis	16.07.2020	DSL refresher

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

Doug Thomas	18.01.2021	DSL refresher
Ben Thomas	22.01.2021	DSL refresher
Phil Edkins	17.09.19	DSL
Jackie Clack	22.01.2020	DSL refresher
James Stuart	22.01.2020	DSL refresher
Alex Jones	09.03.2020	DSL refresher
James Walters	05.06.2020	DSL refresher
James Walters	08.07.2020	Safer Recruitment
Ben Thomas	10.12.2020	Safer Recruitment
Clare Griffin	04.01.2021	Safer Recruitment
Jackie Clack	14.12.2020	Safer Recruitment
Lois Hook	20.11.2020	Safer Recruitment
Helen Ellis	14.06.19	Safer Recruitment
Doug Thomas	20.01.2020	Safer Recruitment
Phil Edkins	25.09.2020	Safer Recruitment

#### 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 WSAPC 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.

### 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

<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>

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

WSAPC will use the above definitions to identify our vulnerable children. We will generate a confidential system, accessed only by those who need to know, so we can identify each vulnerable child and monitor attendance and other concerns.

WSAPC 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.

### 6.2 Identifying Our Vulnerable Children

Appendix A outlines how WSAPC will identify our vulnerable children.

### 6.3 Supporting Our Vulnerable Children who are attending school

WSAPC 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

WSAPC 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

A WSAPC Welfare Team has been established to support the monitoring of pupils who are not accessing centre provision (please see appendices re provision and safeguarding). If any of our vulnerable children and young people do not attend, WSAPC 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, through phone calls to the pupil and parent/carer at least weekly.

### 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 WSAPC 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.

WSAPC 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.

WSAPC 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.

## **7. Alternative Provision Schools**

Latest guidance outlines the Department of Education's requirement for all children and young people in alternative provision to be able to continue to access face to face provision, where appropriate. This is because we know that children and young people in alternative provision are increasingly vulnerable, and can be disproportionately impacted by being out of education.

WSAPC will continue to welcome and actively encourage those we consider to be vulnerable – identified in partnership with local services - to attend provision. Remote learning will be provided for those who are not attending.

It is recognised that on occasion WSAPC will encounter circumstances where we cannot provide our usual interventions and provision at adequate staffing ratios, or with staff with vital specialist training. In these circumstances WSAPC will seek to resume as close as possible to full time provision, as soon as possible, for all children of critical workers and those deemed vulnerable.

As a hospital school, WSAPC Chalkhill, will continue to provide full time education where it is safe and feasible to do so, and in line with hospital infection prevention and control (IPC) measures.

### **8.2 Private Fostering**

WSAPC 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.

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

WSAPC 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.

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

WSAPC 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.

## **9. Remote Education**

WSAPC recognises the temporary continuity direction<sup>5</sup> which makes it clear that

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

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).

WSAPC will use a combination of remote learning to meet pupils needs including paper based learning, Microsoft TEAMS, Doodle, Edmodo and Tute.

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

Appendix B of this Annex outlines how WSAPC will deliver remote education safely.

## **11. Pupil wellbeing and Support**

WSAPC 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 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 C for further information.

## **12. 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 – Identifying Vulnerable Children**

	<b>Professional involvement</b>	<b>Neglect risk</b>	<b>Protective factors</b>	<b>Other</b>
<b>Red</b>	CP plan CLA	High	None/limited	Adopted Risk of NEET
<b>Amber</b>	CIN plan Undergoing CAFA EHP with FSW support	Medium	Varied	Living in temporary accommodation Young carer Unable to access home learning Care leaver Others at the LA discretion
<b>Green</b>		Low	Sufficient	

## Appendix B - Delivering Remote Education Safely and Safeguarding

WSAPC policy for online Learning is via Edmodo and Microsoft TEAMS. These are the only two platforms that should be used to deliver remote learning to our Pupils directly and indirectly, *i.e. via commissioned services*. It is possible for further platforms to be assessed but this will be on an as needed basis.

General guidance:

-  All remote teaching using online platforms must be agreed by SLT in the first instance.
-  Staff must only use the agreed online platforms.
-  Staff should only use school-provided equipment and log in details, for video/live-streaming sessions.
-  All remote learning lessons should be scheduled in advance and completed during the normal school day.
-  Two members of staff must be present for all online learning until further guidance is issued.
-  A parent/carer should be visible at the start/end of every lesson and should be nearby for the duration of the lesson.
-  Dress for both pupils and staff should be appropriate; i.e. smart casual dress. Staff are encouraged to use a virtual or blurred background to mask home environment or, where this is not possible, to ensure that neutral areas in their homes (i.e. blank walls) are used.
-  Staff and pupils should ensure that no personal identifying information can be seen in the background (e.g. personal photographs, domestic address). Wherever possible, people not connected to the school should not appear in video.
-  A professional tone is critical to maintain appropriate boundaries online. Staff should be clear throughout sessions about the expectations of student behaviour (e.g. a 'classroom standard' of behaviour is expected from all participants).



Adults are responsible for maintaining appropriate boundaries, not pupils. Staff must complete a lesson report for every lesson which must be signed off by an AHT.



In general, we are seeking to replicate the principles which apply in school, which include transparency, vigilance, an understanding that 'it can happen anywhere'.

## Appendix C – 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 Leads as follows .....

Centre/service responsibility	Name
Blended and E- learning	Ben Thomas
Burgess Hill Secondary/Primary (and Chalkhill)	James Stuart
Chalkhill	James Stuart
Chichester	James Walters
Crawley	Alex Jones
Inclusion	Helen Ellis
Lancing Primary/Secondary	Phil Edkins
Littlehampton	James Walters
Worthing 14-16 Centre	Phil Edkins

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

<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>

- 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 Health 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

#### 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.

<b>ISSUED</b>	January 2021
<b>RATIFIED BY GB</b>	January 2021
<b>REVIEWED</b>	January 2021
<b>REVIEW DATE (Annually)</b>	January 2022

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