

APPENDIX G



SETTLEBECK SCHOOL

COVID-19 arrangements for Safeguarding and Child Protection

<i>At the time of publishing the following roles were held:</i>	
Designated Safeguarding Lead	Mrs Sarah Campbell
Deputy Designated Safeguarding Lead	Mrs Sarah Evans
Designated Teacher for looked-after or previously looked-after children	Mrs Sarah Campbell
Mental Health Lead	Mrs Sarah Evans
Governor with Safeguarding responsibility	Mr Tom Robinson

Approved by: Settlebeck School Academy Trust Board	
Name:	Peter Irvine
Position:	Chair of Governors
Signed:	
Date:	June 2021
Review date:	September 2021

This addition to the Settlebeck School Child Protection policy will be reviewed in accordance with guidelines issued by the Department for Education and Central Government.

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REVIEW SHEET

The information in the table below provides details of earlier versions of this document and brief details of reviews and, where appropriate amendments which have been made to later versions.

Version Number	Version Description	Date of Revision
1	Original	March 2020
2	Revised taking into account DfE guidance issues on 20 May 2020- Coronavirus (COVID-19): safeguarding in schools, colleges and other providers and the reopening of school to Year 10 from 15 th June 2020	June 2020
3	Updated to take account of the full reopening of school and Keeping Children Safe in Education 2020.	November 2020
4	Reviewed – no major changes	February 2021
5	Reviewed – minor changes to Lead Governor and training	June 2021

1. Introduction

This addendum has been created following the publication of 'DfE Guidance for full opening: schools' and applies to all schools. It is an addendum to the Settlebeck School Child Protection Policy and Procedures which in turn complies with statutory guidance 'Keeping Children Safe in Education' and must be read in conjunction with that policy and procedures. The Child Protection Policy and Procedures is available to view on the school website or in hard copy on request, as is this addendum.

2. Context

Following what has been an extremely turbulent spring and summer term 2020, the Government's plan was that all students, in all year groups, would return to school in September 2020 for the beginning of the autumn term.

In many respects, the school's existing comprehensive Child Protection Policy and Procedures will revert to being in throughout as this was the case prior to the COVID-19 pandemic. The policy and procedures have been updated to take account of the revised statutory guidance 'Keeping Children Safe in Education'.

This addendum sets out some adjustments which may need to be put in place in the event of a local lockdown, increase alert level, periods of self-isolation or where students continue to shield because of their medical conditions.

1. Key contacts

Role	Name	Email
Designated Safeguarding Lead	Sarah Campbell	campbells@settlebeck.org safeguarding@settlebeck.org
Deputy Designated Safeguarding Lead	Sarah Evans	evanss@settlebeck.org safeguarding@settlebeck.org
Headteacher	Sarah Campbell	campbells@settlebeck.org safeguarding@settlebeck.org
Chair of Governors	Peter Irvine	irvinep@settlebeck.org
Safeguarding Governor	Tom Robinson	robinsont@settlebeck.org

2. The current school position and local advice

At Settlebeck School the current position is that the school is and will continue to be open for all students in all year groups.

We have a comprehensive risk assessment in place which will enable the school to fulfil its obligations to students, staff, parents and the wider community it serves. This risk assessment is a dynamic document and subject to change as the pandemic situation changes and particularly in the event local or national restrictions.

3. Vulnerable children/groups

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

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. 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.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

Senior leaders, especially the Headteacher (Designated Safeguarding Lead) and Pastoral Manager (Deputy Safeguarding Lead) know who our most vulnerable children are and are also aware of those on the edge of receiving children's social care support.

Settlebeck School will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person for this will be: Mrs Sarah Campbell

There may also be situations where a child is clinically extremely vulnerable. Where this is the case, we will seek advice from medical professionals regarding individual cases should the rates of infection in the local area rise or a national restrictions heightened.

Where a student is unable to attend school because they are complying with clinical and/or public health advice, we will offer them access to remote education and will monitor activity with this. Where a child is not able to attend school as parents are following clinical and/or public health advice absence will not be penalised.

In the circumstances where a parent does not want to bring their child to school, and their child is considered vulnerable, the social worker and the school will explore reasons for this directly with the parent.

4. Attendance monitoring

Department for Education (DfE) advice is that education settings will monitor attendance as normal from September but in addition asks for the completion of the daily attendance form which is not mandatory.

To support the above, the school will, when communicating with parents/carers, 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 discontinues, the school will notify the social worker.

5. Safeguarding Arrangements

The school has a both a Designated Safeguarding Lead (DSL) and Deputy DSL as outlined on the first page of our Child Protection Policy and Procedures and replicated on the first page of this addendum. If for any reasons, the DSL or deputy DSL is not available in school, they will be contactable by phone or online.

Once students have returned to school it is conceivable that staff and adults may identify new safeguarding concerns about individual children. The procedure followed in this case is outlined in the Child Protection Policy and Procedure and all staff will receive training to ensure they fully understand the process. Any concerns must be recorded in writing in the usual way.

In line with our Child Protection Policy and Procedures the DSL and Deputy will continue to do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletter and professional advice groups.

We will ensure that we have necessary, appropriate and up to date child protection information on all our students, paying particular regard to those who are or have been leaning at home, but subsequently returned to school. Our records will be updated accordingly as soon as possible so that they remain accurate. This may involve asking parents/carers to make school aware of any changes regarding their child's welfare, health and well-being that the school should be aware of prior to the child returning to school. Parents/carers should inform the school of any new issues which arise once their child has returned to school.

6. Reporting a concern

Where staff or other adults have a concern about a child, they should continue to follow the process outlined in the school Child Protection Policy and Procedures. Staff and other adults are reminded of the need to report any concerns immediately and without delay to the DSL or deputy DSL.

Any concerns or allegations made against staff or other adults in school must be directed to the Headteacher. Concerns or allegations made against the Headteacher should be directed to the Chair of Governors in accordance with our existing Child Protection Policy and Procedures. Cumbria Safeguarding Children Partnership (SCP) have procedures for reporting and dealing with allegations against adults and details of the LA Designated Officer which can be found our existing policy.

7. Safeguarding Training and induction

The DSL has received up to date training during the academic year 2019-20

The Deputy DSL has received up to date training during the academic year 2019-20

All staff are up to date with Safeguarding Level 1 training

All existing school staff have had safeguarding training and have read part 1 and annex A of Keeping Children Safe in Education (2020). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, they will continue to be provided with a safeguarding induction and ensure they receive Safeguarding Level 1 training as soon after their appointment as practicably possible.

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

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. Peer on Peer abuse

We recognise that a revised process may be required for managing any report of peer on peer abuse and supporting victims.

Where during a local lockdown, national lockdown or periods of self-isolation school staff receive a report of peer on peer abuse either online or in the wider school community, they will follow the principles as set out in part 5 of Keeping Children Safe in Education and those outlined in our Child Protection Policy and Procedures.

The school will listen to and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person. Concerns and actions will be recorded on the normal school recording system and appropriate referrals made.

9. Online safety in school

Also refer to section 11. Settlebeck School will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where children are using computers and other IT media in school, appropriate supervision will be in place.

Any online learning will be delivered in accordance with our Online Safety Policy and Procedures and staff/student acceptable use agreements.

10. Mental Health and Wellbeing

We understand that negative experiences and distressing life events, such as the current circumstances, can affect the mental health of children and their parents. We will ensure appropriate support is in place for them.

We will make reference to the DfE guidance on [mental health and behaviour in schools](#) in order to identify children who might need additional support, and put this support in place. The guidance sets out how mental health issues can bring about changes in a child's behaviour or emotional state which can be displayed in a range of different ways, all of which could be an indication of an underlying problem. This can include for example being fearful or withdrawn; aggressive or

oppositional; or displaying excessive clinginess. Support for pupils in the current circumstances will include existing provision in the school (although this may be delivered in different ways, for example over the phone for those children still not attending provision) or from specialist staff or support services.

All our staff and other adults will be made aware of the impact the current circumstances can have on the mental health of those pupils (and their parents) who are continuing to work from home, including when setting expectations of children's work. The DfE has provided separate [guidance on remote education practices](#) during the coronavirus outbreak.

11. Safety of children using online systems remotely from school

It is important that all staff who interact with children, including online, continue to look out for signs that a child may be at risk. Any such concerns should be dealt with in accordance with our Child Protection Policy and Procedures and where appropriate, referrals will be made to children's social care and as required, the Police. Any member of staff who has concerns about a child must report this to the DSL in the first instance and failing the availability of the DSL, the deputy DSL. Online teaching should follow the same principles as set out in the school staff Code of Conduct.

The school will ensure any use of online learning tools and systems is in line with privacy and data protection (GDPR) requirements. The delivery of any live lessons must be agreed with the Head teacher or other senior leader in advance. Consent must be sought from both parents and pupils.

We will ensure that children who are being asked to work online have very clear reporting routes in place so they can raise any concerns with the school whilst online e.g. incidents of cyberbullying and we will apply the same child-centred safeguarding practices as if children were learning at school.

The school has taken on board guidance from the [UK Safer Internet Centre](#) on safe remote learning. We have reviewed the code of conduct and information sharing policy accordingly. Staff have discussed the risk that professional boundaries could slip during this exceptional period and been reminded of the school's code of conduct and importance of using school systems to communicate with children and their families.

Children and young people accessing remote learning receive guidance on keeping safe online and know how to raise concerns with the school.

We also recommend the following to pupils:

- Childline (www.childline.org.uk) – for support
- UK Safer Internet Centre (<https://reportharmfulcontent.com/>) - to report and remove harmful online content
- CEOP (<https://www.ceop.police.uk/safety-centre/>) - for advice on making a report about online abuse

Parents and carers have received information about keeping children safe online with peers, the school, other education sites they may access and the wider internet community. We have set out the school's approach, including the sites children will be asked to access and set out who from the school (if anyone) their child is going to be interacting with online. Parents have been offered the following links:

- [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 careers 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
- [Childnet](#) - offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Let's Talk About It](#) - advice for parents and carers to keep children safe from online radicalisation

In addition, the Government has also provided:

- [support for parents and carers to keep children safe from online harms](#), includes advice about specific harms such as online child sexual abuse, sexting, and cyberbullying
- [support to stay safe online](#) includes security and privacy settings, blocking unsuitable content, and parental controls

Free additional support for staff in responding to online safety issues can be accessed from the [Professionals Online Safety Helpline at the UK Safer Internet Centre](#).

12. Supporting Children not in school

The school is committed to ensuring the safety and wellbeing of all its students.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support, they will ensure that a robust communication plan is in place for that child.

Details of the plan and records of contact made will be logged on the usual school recording systems. The communication plan can include: remote contact, phone contact; or socially distant door-step visits. Other individualised contact methods will be considered and recorded.

The school and the DSL/DDSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan will be reviewed regularly (at least fortnightly) and where concerns arise, the DSL will consider and referrals as appropriate.

We will share safeguarding and child protection messages on the school website and via direct emails to parents.

We recognise that school is a protective factor for our students and the current circumstances can affect mental health or students, their parents/carers and immediate family. To this end, we will do everything we can to minimise the effects in relation to any online resources made available to students' home learning.

Teachers in our school will be made aware of the above in setting expectations of students' work where they are at home.

We will endeavour to support our students and their families in the current circumstances using existing school systems and processes.

Welfare checks will be made on all students not in school. The frequency and method of communication will be decided by the DSL (Headteacher), DDSL and SENDco.

