Laycock Primary School

If we believe it, we can achieve it.

Approved by:	S. Deutz	**Date:** 27.05.20
Re-reviewed and updated by:	Amy Lazarczyk	26.05.20
Last reviewed on:	20.04.20	
Next review :	Weekly	

Contents

Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Amy Lazarczyk	
Deputy DSL	Sue Brownson Esther Spick Sean Bonnet-Jonson Ozzie Adeniji	
Designated member of senior leadership team if DSL (and deputy) can't be on site	Danielle Evans Amzee Perera	
Headteacher Interim Head Teacher	Suzanne Bate Amy Lazarczyk	
Local authority designated officer (LADO)	Acting principle officer for safeguarding: Michelle Virdi LADO@islington.gov.uk	
Lead governor for safeguarding	Stephen Deutz	
Chair of governors	Stephen Deutz (Chair) Mark Worral (Vice chair)	

1. Scope and definitions

This addendum applies during the period of partial school opening due to COVID-19, and reflects updated advice from our 3 local safeguarding partners Children's Social Care, Early Help Assessment team and local authority (LA) Islington

It sets out changes to our normal child protection policy in light of the Department for Education's guidance Coronavirus: safeguarding in schools, colleges and other providers, and should be read in conjunction with that policy.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- ✓ Have a social worker, including children:
- ▪ With a child protection plan
- ▪ Assessed as being in need
- ▪ Looked after by the local authority

- ✓ Have an education, health and care (EHC) plan

In this addendum Designated Safeguarding Lead means the person appointed to take lead responsibility for child protection issues in **school**; DSL means the person performing the role of the Designated Safeguarding Lead whether the Designated Safeguarding Lead themselves or a Deputy Designated Safeguarding Lead.

We will also be offering support to children outside this definition of "vulnerable" about whom we have some concerns – see section 9.

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, Keeping Children Safe in Education.

Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- ✓ The best interests of children must come first
- ✓ If anyone has a safeguarding concern about any child, they should continue to act on it immediately
- ✓ A DSL should be available at all times (see section 4 for details of our arrangements)
- ✓ It's essential that unsuitable people don't enter the school workforce or gain access to children
- ✓ Children should continue to be protected when they are online

3. Reporting concerns

All staff and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

Changes to our standard procedures are:
- ✓ When staff are in school during partial opening, they will report concerns to the DSL
- ✓ The DSL will also be available to receive calls from staff who may have witnessed an incident in or/and out of school or have communicated with a parent via 'Class Dojo'
- ✓ All staff will be reminded who is the DSL and deputies furing our training days

- ✓ The DSL for the day will contact families of vulnerable children and record the conversation on CPOMS, alongside the inclusion manager and class teacher of which are in school
- ✓ Any member of SLT who contacts a vulnerable family remotely will record details of telephone conversation on CPOMS

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSL (and deputy) arrangements

The Designated Safeguarding Lead is Amy Lazarczyk; the deputies are Esther Spick (offsite), Sue Brownson, Sean Bonnet-Johnson & Ozzie Adeniji. In this policy the term "DSL" means the DSL or deputy stated otherwise.

There will be a DSL on duty every day the school is open. We will ensure that the DSLs know who the most vulnerable children in our school are and keep CPOMS updated.

We will inform all school staff and volunteers who will be the DSL on any given day, and how to contact them. We aim to do this by emailing a partial opening DSL rota a week in advance with clear indication of who is DSL on each day of the week.

During this period, the requirement to have the DSL on site has been relaxed. It is our aim to have the DSL on the premises all of the time, but on occasion, where this is not possible, the Deputy DSL will take responsibility for co-ordinating safeguarding.

Michelle Vardi (Safeguarding Lead in Education, Islington L.A) produces a list of most vulnerable families whose children **MUST attend school every day**. It is the responsibility of the DSL each day (or if there is no DSL the Deputy DSL SLT) to check that these children are in school.

If these children are not in attendance and cannot be contacted, the DSL must alert Michelle Vardi or our LA school contact immediately and the children classified as missing in education.

This list of vulnerable families is compiled on a weekly basis and could change week by week. It is emailed to the school office every Friday afternoon. All DSL and SLT are forwarded this list on receipt.

5. Working with other agencies

We will continue to work with children's social care, and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- ✓ Our 3 local safeguarding partners
- ✓ The local authority

  about children with education, health and care (EHC) plans, the local authority designated officer and children's social care, reporting mechanisms, referral thresholds and children in need

The following guidance from the Local Authority is currently in place:

Pupil Services Team:
At the following link you can find a **summary of all the guidance issued to schools and local authorities (LAs) by the DfE** as of 27 March 2020 (when further guidance on safeguarding was issued). We will try to provide a weekly update as the situation will no doubt continue to evolve at pace.

*We have also developed a **risk assessment template** that you may find helpful to use if there is a difference of view between the school and a parent about whether a child with an EHCP is safer in school or at home. There is no requirement to complete a written assessment where there is agreement, unless you would find that helpful.*

*We have created **a page on the SEND Local Offer** to share resources and information that may be useful to families as well as those working with children and young people who have SEND during the COVID-19 disruption. Please keep an eye on this page as we are working hard to keep it up to date. We will also be adding content to Islington CS. At present, we know from SENCOs and parents that arrangements for free school meals are a source of concern; we hope to issue more information on this to schools this week.*

6. Monitoring attendance

Even though the majority of children will not be attending school during this period of partial school opening, we will complete our usual attendance registers on SIMS but we will not follow up on non-attendance The teachers will fill out a paper register for their 'bubble class' and attach it to their classroom door for Lynsey to collect by 9.10am each morning. Lynsey Houlton has been made responsible for filling in SIMS daily.

Where any child we expect to attend school (those confirmed and agreed by Headteacher as children of critical workers or vulnerable and those on our partial opening register) does not turn up for AM register, Lynsey will make contact with home and –where needed- alert the DSL.

The first time each child attends school during this period, we will be collecting 2 up-to-date emergency contact details for them. A hard copy of contact details for children attending school will be stored by Amy Laz and this will subsequently be used to update our SIMS contact sheet.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.
Staff should continue to act on any concerns they have immediately.

8. Concerns about a staff member or volunteer

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education.
Staff should continue to act on any concerns they have immediately.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency. We will do this using the email address Misconduct.Teaching@education.gov.uk for the duration of the Covid-19 period and in line with the government guidance found on the government website Gov.uk

9. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about for example, children who have previously had a social worker, are working with Families First or who haven't met the threshold for a referral but where staff have raised concerns. We will work with parents/carers to do this; if these children will not be attending school, we will put a contact plan in place, as explained in section 10.1 below.

10. Safeguarding for children not attending school

10.1 Contact plans

We have individual contact plans for vulnerable children (i.e. those with a social worker and/or an EHCP) and for children who we have safeguarding concerns about, for circumstances where:

- ✓ They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests); or
- ✓ They would usually attend but have to self-isolate

These plans set out:

- ✓ How often the school will make contact
- ✓ Which staff member(s) will make contact
- ✓ How they will make contact
- ✓ Use of script to safeguard staff member making the call and ensure consistency of approach when contacting parents

Teachers will get ½ a day out of class to make contact with children in their year group that are not in school. They are encouraged to prioritise their calls with the most vulnerable first. Our Inclusion manager will also stay in touch with families we have highlighted as vulnerable or in need of support from school.

We have agreed these plans with children's social care, where relevant, and will review them on a weekly basis.

If we can't make contact, we will contact the social worker assigned to the child and follow their guidance. If we cannot make contact with the allocated social worker, we will contact children's social care team.

10.2 Safeguarding all children

Staff and volunteers are aware that this difficult time potentially puts all children at greater risk.
Staff and volunteers will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately. In particular, children are likely to be spending more time online (see section 11 below).

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school. We are also encouraging children to access online resources though our website to ensure safety online. There is a whole page dedicated to online safety on our website.

If IT staff are unavailable, our contingency plan is support from the Local Authority IT support team, who are working remotely.

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff code of conduct policy and IT acceptable use policy. A protocol for remote workers has been made by Danielle Evans and shared on the 02/05/20 INSET.

We have communicated to individual teachers that they have a responsibility to ensure any online resources that they post/ create/ upload contain only appropriate content and adhere to the school code of conduct, GDPR, Behaviour and Safeguarding policies.

The following has been agreed:

- ✓ The SLT team oversee all calls made to parents and act accordingly to any concerns, questions or queries. ALL calls MUST be logged on CPOMS for SLT/ DSL to view.

- ✓ Teachers should only phone parents regarding home learning and this should take place on the school premises. SLT have written a simple script for staff to follow when phoning parents.
- ✓ Staff must not communicate to parents using their work emails.
- ✓ Phone numbers (if using personal mobile onsite) must be blocked to parents.
- ✓ Staff members have been sent comprehensive guidelines for working remotely.
- ✓ Staf have been made aware that any breaches of safe remote working practice would result in investigation for breach of rules relating to safeguarding, confidentiality and teacher standards.
- ✓ We are working closely with Islington IT team to ensure our staff members are kept up to date of current guidelines on best practice when working remotely.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum.

We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

11.3 Working with parents and carers

Through regular communication, we will make sure parents and carers:

- ✓ Are aware of the potential risks to children online and the importance of staying safe online
- ✓ Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school
- ✓ Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides
- ✓ Know where else they can go for support to keep their children safe online

12. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. The school is working remotely with the in-school CAMHS clinician, Educational Psychologist and Islington EP / CAMHS service teams. The school counsellor is available to offer support and advice to all members of staff. Rinat (School CAHMS) will support SLT and DSL with supervision.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time.

We have offered staff the opportunity to book a wellbeing support session with the school counsellor through video conferencing/ email.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

13. Staff recruitment, training and induction

As we do not have any new members of staff joining our team during this c-19 transition, this point is irrelevant.

14. Children attending other settings

We do not have any children attending our setting who are not on our school roll.

15. Monitoring arrangements

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, and as a minimum every 2-4 weeks by S.Bate/ A.Laz. At every review it will be approved by the Chair or Vice-Chair of governors.

16. Links with other policies

This policy links to the following policies and procedures:

- ✓ Child protection policy
- ✓ Staff Code of conduct policy
- ✓ IT acceptable use policy
- ✓ Health and safety policy
- ✓ Online safety policy