



# Addendum to Safeguarding and Child Protection Policy

## COVID-19 Spring Term 2021 arrangements for Safeguarding and Child Protection at Dallington School

Signed by : Alex Morrall on behalf of the Governing Body

Date: 15<sup>th</sup> March 2021

Date shared with staff: 15<sup>th</sup> March 2021

Key contacts	Name	Role	Contact No	E mail
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Deputy Designated Safeguarding Lead (DDSL)	Ambika Curbishley	Deputy Head teacher	0207 251-2284	<a href="mailto:ambika.curbishley@dallingtonschool.co.uk">ambika.curbishley@dallingtonschool.co.uk</a>
Headteacher	Maria Blake	Head teacher	0207 251-2284	<a href="mailto:maria.blake@dallingtonschool.co.uk">maria.blake@dallingtonschool.co.uk</a>
Chair of Governors	Vaughan Grylls			
Safeguarding Governor	Alex Morrall			

### 1. Context

From 8 March 2021 all children are expected to attend school (following the government's announcement of the Roadmap to ease lockdown restrictions in England due to the COVID-19 pandemic).

This addendum to Dallington School Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in relation to COVID 19 and the national lockdown restrictions which apply to schools.

- **Vulnerable Children**

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In light of full reopening on 8<sup>th</sup> March 2021

- **Attendance Monitoring and Inclusivity**
- **Emergency Numbers and contacting social workers**
- **Designated Safeguarding Leads**
- **Reporting a Concern**
- **Information Sharing**
- **Safeguarding Training or Induction**
- **Safer recruitment**
- **Covid-19 testing and volunteers**
- **Online Safety in School**
- **Online Safety out of School**

In light of full opening of schools on 8<sup>th</sup> March 2021

- **Mental Health and Wellbeing – supporting children not in school**
- **Mental Health and Wellbeing -Supporting Children in School**
- **Special Educational Needs and Online Safety**
- **Peer on Peer Abuse**

## 2. Vulnerable Children

Senior leaders, especially the DSL know who our most vulnerable children are. Vulnerable children may include those who are/have:

- Children in Need under Section 17 Children Act 1989
- A Child Protection Plan under Section 47 Children Act 1989
- Looked after children and care leavers
- Adopted children or children with a special guardianship order
- A social worker
- An EHC plan
- Living in temporary accommodation
- Young carers
- Children on the edge of receiving support from children's social care
- Children who may have difficulty in accessing remote education
- Children who may be receiving support or managing risks to their mental health
- Children eligible for free school meals (in and of itself should not be the determining factor in assessing vulnerability).

Our school will continue to work with and support children's social workers to help protect vulnerable children. This includes working with the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead member of staff for this is **Maria Blake**

There is an expectation that vulnerable children who have a social worker will attend school, so long as they do not have underlying health conditions that put them at risk. In 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 the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting Covid-19, the school or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

### 3. Attendance Monitoring and Inclusivity

All children are expected to attend school and parents/carers should contact the school on the first day of any illness to inform the school of the reason for the absence so that the correct attendance codes can be used in every case of absence. Parents/carers should also make the school aware of any COVID-19 test results.

From 8 March 2021 the school will record attendance in accordance with the Education (Pupil Registration)(England) Regulations 2006 (as amended) for all children.

For those children who have been confirmed as clinically extremely vulnerable and who have been advised to shield and stay at home and for children who are self-isolating or quarantining, we will mark the register with code X. Absences for children who are following clinical or public health advice related to COVID-19 will not be penalized.

The school will call parents/carers to follow up on any absence of any child who is expected to attend school.

For those children who are unable to attend school because they are complying with government guidance or legislation regarding COVID-19 the school will provide remote education as per [Remote Education Temporary Continuity Direction: explanatory note - GOV.UK \(www.gov.uk\)](#)

The school will offer pastoral support to children who are

- Self-isolating
- Shielding
- Vulnerable and are not attending school

The school will only grant applications for leave in exceptional circumstances and these will be recorded as Code C, unless another authorised absence code is more applicable.

For those children who are not taking part in remote education and are not attending school, a 'safe and well check' will be made by the school regularly through the week – by both the class teacher and the SENCo.

### 4. Emergency numbers and contacting social workers

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 (at least one).

In all circumstances where a vulnerable child with a social worker does not take up their place at school, or discontinues, the school will notify their social worker.

### 5. Designated Safeguarding Leads

The school has a Designated Safeguarding Lead (DSL) supported by deputies:

- The Designated Safeguarding Lead for the school is **Maria Blake**
- The Deputy Designated Safeguarding Lead for the school is **Ambika Curbishley**

DSLs should have sufficient time, especially in the first weeks of term to:

- Provide additional support to staff and children regarding any new safeguarding and welfare concerns
- Handle referrals to children's social care and other agencies where appropriate

It is preferable to have a trained DSL (or deputy) available on site. If this is not possible, a trained DSL (or deputy) should be available via phone or video call - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for coordinating safeguarding on site.

This might include 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 important that all staff and volunteers 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 contact them.

DSLs will coordinate multi-agency working within the school. This is important for safeguarding and supporting wellbeing.

## 6. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding and Child Protection Policy, this includes making an electronic record, which can be done remotely if necessary. In the unlikely event that a member of staff cannot access the electronic recording system from home, they should email the Designated Safeguarding Lead, the deputy DSL and the Headteacher and confirm by telephone call. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should inform the headteacher or in the event of her absence, one of the DSLs or deputies. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher/DSLs or deputies.

Concerns around the Headteacher should be directed to the Chair of Governors: **Vaughan Grylls** in the first instance or the Vice Chair **Fiona Naylor**, in his absence.

## 7. Information Sharing

The school continues to have appropriate regard to data protection and the GDPR, that they do not prevent the sharing of information for the purposes of keeping children safe. Further advice about information sharing can be found at paragraphs 82-88 of KCSIE 2020. The school will share information with a new setting where vulnerable children or children at risk of harm move schools. As a minimum the following will be shared:

- EHC plan
- CIN/CP information and plans
- Social worker contact details
- Any safeguarding concerns

## 8. Safeguarding Training and induction

All existing school/EY settings staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020) (KCSIE) and Annex A if they work directly with children (at a minimum) The DSL should communicate with staff any new local arrangements due to the pandemic, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter the school/setting, they will continue to be provided with a safeguarding induction which includes child protection training the Safeguarding and CP policy, the identities and role of the DSLs, the staff code of conduct and how the school manages children missing education.

## 9. Safer recruitment

The school will continue to follow safer recruitment practices set out in statutory guidance when recruiting new staff and volunteers. Staff and volunteers who have not undergone safer recruitment checks must not 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. 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).

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.

Where the school requests scanned documents for identity, right to work, etc., we will insist on seeing the originals before any new member of staff commences in post.

The Disclosure & Barring service have set out the steps they are taking to ensure people who work with vulnerable groups are still appropriately vetted during the pandemic - <https://www.gov.uk/guidance/covid-19-how-dbs-is-supporting-the-fight-against-coronavirus>

Where the school/settings are using volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 183-188 of KCSIE 2020. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

The school/setting 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. <https://www.gov.uk/guidance/dbs-check-requests-guidance-for-employers>

(Schools DBS Full details can be found at paragraph 181 of KCSIE).

The school will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 143 of KCSIE 2020 and the TRA's 'Teacher misconduct' advice for making a referral by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that our school/setting is aware, on any given day, which staff/volunteers will be in the school, 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 164 to 171 in KCSIE or EYFS page 18 paragraph 3.19 .

## 10. Covid-19 Testing and Volunteers

The school presently has no plans to use volunteers to assist in handing out and securing COVID-19 test kits to students and staff members. As of the date of this addendum, there are no plans to establish a testing protocol for Primary School children.

All staff on site are provided with NHS Lateral Flow Test kits for home administration on Tuesdays and Fridays. Staff are strongly encouraged to participate in testing, though it's not mandatory.

Dallington school has encouraged parents to follow the guidance for use of LFTs in the households and bubbles of Primary School children and staff:

- Each adult should test twice weekly - this includes individuals who may have had Covid in the past 90 days or have availed of their first dose of vaccine
- Each individual is responsible for logging the test result - whether negative, void or positive - on the dedicated website detailed in the test instructions - <https://www.gov.uk/report-covid19-result>
- A positive Lateral Flow Test must be confirmed by a PCR test and that individual, along with their close contacts, must self-isolate for 10 days, regardless of the outcome of the PCR test.

A positive test result must be reported to school at [admin@dallingtonschool.co.uk](mailto:admin@dallingtonschool.co.uk), and confirmed with a PCR test.

- 2 or more confirmed cases in 14 days may be considered an outbreak (previously this was 10 days)
- Close contacts of an individual with the positive lateral flow test result should begin isolating straight away.

Should volunteers be brought in at a future date, the following will apply -

Under no circumstances will a volunteer in respect of whom no checks have been obtained be left unsupervised or allowed to work in regulated activity.

Volunteers who, on an unsupervised basis provide personal care on a one-off basis in school, will be in regulated activity. This means that if a volunteer is administering a COVID-19 test while unsupervised, they will be in regulated activity and therefore require an Enhanced DBS with Barred List check.

Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information).

Supervision must be:

- by a person who is in regulated activity.
- regular and day to day; and
- reasonable in all the circumstances to ensure the protection of children.

In appointing volunteers, the school will follow safer recruitment processes.

## 11. Online Safety in School/Early Years Settings

The school/setting will continue to provide a safe environment, including online. This includes the use of an online filtering and monitoring system. Where pupils are using computers in school, appropriate supervision will be in place.

Staff can contact The [UK Safer Internet Centre's professional online safety helpline](#) for support and any online safety issues they face.

**To deliver remote learning safely** it should be seen as an extension of the school/setting. The school/setting has clear expectations about what behaviour is acceptable from all staff as per the staff code of conduct which helps everyone to understand the appropriate way to behave. The staff code of conduct not only protects children from abuse but also limits or prevents any allegations or incidents of inappropriate behaviour. It also ensures everyone - staff, volunteers and children feel safe, respected and valued.

The school/setting adheres to the principles set out in the [guidance for safer working practice for those working with children and young people in education settings published by the Safer Recruitment Consortium](#) to help satisfy itself that the Staff Code of Conduct is robust and effective.

The Safer Recruitment Consortium have published an addendum covering the different situations faced with and to help schools/settings apply safe systems of work during the pandemic, here is the link:

[Addendum to Safe Working Practice during COVID](#)

There are also helpful resources from LGfL eg 20 Safeguarding Considerations for remote learning [Livestreaming \(lgfl.net\)](#)

Support is also available from:

- [Safe remote learning](#), published by SWGfL
- [Online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- The National Cyber Security Centre, which includes [Video conferencing services: security guidance for organisations](#) and [Video conferencing services: using them securely](#)
- [Safeguarding and remote education during coronavirus \(COVID-19\)](#)
- Annex C of [Keeping children safe in education](#)

## 12. Online Safety out of School/Setting

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 Safeguarding and Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

The school/setting will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

We will take into consideration the following while delivering virtual lessons, especially where webcams are involved:

- Children who will be taught on a one to one basis, in order to support individual needs, will be accompanied by a parent.
- Staff and children must wear suitable clothing, as should anyone else in the household.

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- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred.
- Some live classes may be recorded, so that if any issues were to arise, the video can be reviewed – this will especially apply where external providers are involved – such as museums and educational centres e.g ZSL, guest speakers or performers.
- 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 provided by the school/setting to communicate with children
- Staff should record, the length, time, date and attendance of any sessions held.

Parents/carers will be reminded of the need to limit screen time and of ensuring the online safety of their children during these difficult times including the use of parental controls and avoiding children’s use of the internet alone in their bedrooms. Parents/carers will be signposted to support to keep their children safe online including:

- [Internet matters](#)
- [London Grid for Learning](#)
- [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

Children should be signposted to reporting any concerns and to get appropriate practical support from:

- [Childline](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

The school/setting will take into account [guidance from the UK Safer Internet Centre on safe remote learning](#) and from the [London Grid for Learning on the use of videos and livestreaming](#) to help plan online lessons and/or activities and plan them safely.

## 13. Special Educational Needs and Online Safety

The school will work with experts including educational psychologists, speech and language therapists and teaching assistants to design at home learning and support for children with education, health and care (EHC) plans.

Where it is difficult to deliver the provision specified in the Education Health and Care plan, decisions on how this could be overcome will be made on a case-by-case basis.

The school recognises the different needs of children with special educational needs and disabilities in terms of online safety and commits to the following:



- **Educating and engaging parents on the principles of online safety so they know the dangers** of what unsupervised internet access can create.
- **Encourage parents to check what their children are doing online and using parental controls** on their computer so that they are comfortable that children are not wandering into dangerous territory.

For parent-led information on SEND online safety and mental health:

SEND <https://www.specialneedsjungle.com/keeping-children-with-send-from-getting-lost-in-digital-space/>

## 14. Mental Health and Wellbeing: Supporting children out of school

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

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.

Details of this plan must be recorded, as should a record of any contact made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

The school and its DSLs will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website and social media pages.

The school recognises that school is a protective factor for children, and the current circumstances can affect the mental health of pupils, teachers and their parents/carers. Teachers will be aware of this in setting expectations of remote school work.

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.

Children can use [Toolbox | Childline](#) for support which includes games, videos and exercises to help them handle their emotions, and specific information about coronavirus and going back to school

## 15. Mental Health and Wellbeing: Supporting Children and Staff in School/Settings

**Dallington School** is committed to ensuring the safety and wellbeing of all its children and staff.

**Dallington School** will continue to be a safe space for all children to attend and flourish. The Head will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

**Dallington School** will refer to the Government guidance for education and childcare settings on how to implement 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.

**Dallington 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.

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The school understands there are extra pressures on staff during this difficult period. Any member of staff can contact the Education Support Partnership:

**Education Support Partnership Helpline:**

Telephone: 08000 562 561 (24/7)

Text: 07909 341229

Website: <https://www.educationsupport.org.uk/>

**For support around Covid-19:**

DfE Coronavirus helpline

Email [DfE.coronavirushelpline@education.gov.uk](mailto:DfE.coronavirushelpline@education.gov.uk)

Telephone 0800 046 8687

## 16. Peer on Peer Abuse

Peer-on-peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence and sexual harassment
- Upskirting
- Sexting (also known as youth produced sexual imagery or sharing nudes)
- Initiation/hazing type violence and rituals

as per paragraph 29 of [Keeping Children Safe in Education](#)

The school recognises the increased risk of online peer-on-peer abuse for any children in situations where there is less normal face-to-face contact and heightened use of social media. Where the school receives a report of peer-on-peer abuse, we will follow the principles as set out in part 5 of KCSIE and of those outlined within the school Safeguarding and Child Protection Policy.

The school will listen and work with the child, parents and any multi-agency partner required to ensure the safety and security of that child or children. Concerns and actions must be recorded and appropriate referrals made.