

## **MODEL WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION Updated January 2021**

This policy has been written in line with previously published government guidance [‘Coronavirus \(Covid-19\): safeguarding in schools, colleges and other providers’](#) and [‘Restricting attendance during the national lockdown: schools’ \(January 2021\)](#)

The main body of the model policy remains the same, Appendix 5 was created in March 2020 and subsequently amended in June 2020 and January 2021 to reflect the guidance published by the Department for Education in light of the Coronavirus and the changing situation for education settings.

‘Keeping Children Safe in Education’ (2020) remains the statutory safeguarding guidance that schools and colleges should continue to have regard to as per their legislative duty and/or funding agreement requirements. Whilst acknowledging the pressure that schools and colleges are under, the DfE guidance states that it remains essential that as far as possible they continue to be safe places for children.

The guidance published by the DfE acknowledges that although schools and colleges will have an effective child protection policy in place reflecting business as usual, it is likely that the policy will not accurately reflect arrangements in response to COVID-19. The guidance highlights the importance of schools and colleges reviewing and revising the policy, accordingly, keeping it under review as circumstances continue to evolve. The guidance suggests that, a COVID-19 annex/addendum summarising any key COVID-19 related changes might be more effective than re-writing and re-issuing the whole policy; the Norfolk Model Safeguarding Policy has been revised in this way.

In accordance with the guidance, governing bodies and proprietors of independent schools and colleges should ensure that all staff and volunteers are aware of the new policy and are kept up to date as it is revised. The revised policy should continue to be made available publicly.

The following model policy is designed to provide a framework for your school’s policy. It should be adapted to make it relevant to your setting and any particular local safeguarding issues you may be dealing with. School-specific information should be added e.g. information about the curriculum and the school’s monitoring and evaluation procedures.

Kelly Waters  
Senior Adviser - Safeguarding  
January 2021

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## Summary of changes for Appendix 5- January 2021:

Appendix 5 has been revised to reflect changes to the DfE guidance as outlined below.

Section	Changes
Throughout	All references to 'Keeping Children Safe in Education' (2019) have been removed and replaced with reference to 'Keeping Children Safe in Education' (2020).
5.1 Context	Updated wording due to most children being asked to stay at home again.
5.2 Key Contact Information	No changes
5.3 Vulnerable children	No changes
5.4 Attendance monitoring	Updated to reflect the changes to DfE guidance: <a href="#"><u>'Recording the attendance in the school attendance register during the coronavirus outbreak'</u></a>
5.5 Designated Safeguarding Lead	Removed the fact that a DSL will remain classed as a trained DSL even if their training lapses.
5.6 Reporting a concern	Removed wording related to more children returning to school from 1 June 2020.
5.7 Remote education	<b>NEW SECTION</b> Details the expectations on staff when delivering lessons remotely. Subsequent sections re-numbered.
5.8 Staff safeguarding training and induction	No changes
5.9 Safer recruitment / volunteers and movement of staff	No changes
5.10 Child moving schools	No changes
5.11 Online safety	No changes
5.12 Mental Health	Removed references to more children returning to school. Added details on providing support for mental health and wellbeing, including for those children learning remotely.

## Appendix 5: Arrangements for Safeguarding and Child Protection during COVID- 19 at [Enter school name]

This section of the whole school policy was created in response to Covid-19 and agreed by the Governing Body on [insert date]. It will be kept under review as circumstances continue to evolve in line with national and local guidance and should be read in conjunction with the full policy document.

Signature: Bev Theobald. Headteacher Date: Jan 2021

Signature: Kevin Holland. Chair of Governors Date: Jan 2021

This addendum to our Safeguarding and Child Protection Policy contains additional information about our safeguarding arrangements in the following areas:

- 5.1 Context
- 5.2 Key Contact Information
- 5.3 Vulnerable children
- 5.4 Attendance monitoring
- 5.5 Designated Safeguarding Lead
- 5.6 Reporting a concern
- 5.7 Remote education
- 5.8 Staff Safeguarding Training and induction
- 5.9 Safer recruitment/volunteers and movement of staff
- 5.10 Children Moving Schools
- 5.11 Online safety
- 5.12 Mental Health

### 5.1 Context

From 5<sup>th</sup> January 2021 parents were asked once again to keep their children at home, wherever possible, and for schools to remain open to provide care for a limited number of children; children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

It is crucial that all staff and volunteers understand the continued importance of acting immediately on any safeguarding concerns that arise. The key principles of our approach to safeguarding and promoting the welfare of children and young people at our school remain the same. This guidance has been developed to give clear direction to staff, volunteers, visitors and parents about our safeguarding procedures in light of the current national and local situation. This appendix should be read in conjunction with the whole school safeguarding policy and not as a standalone document. Unless otherwise

stated within this guidance, our normal safeguarding procedures should be adhered to.

## 5.2 Key Contact Information:

Role	Name	Contact details incl. those when working remotely:
Designated Safeguarding Lead (DSL)	Bev Theobald	<a href="mailto:head@mulbartonprimary.norfolk.sch.uk">head@mulbartonprimary.norfolk.sch.uk</a>
Deputy DSL	Kirsty Savory	<a href="mailto:ksavory@mulbartonprimary.norfolk.sch.uk">ksavory@mulbartonprimary.norfolk.sch.uk</a>
Deputy DSL	Rebecca Jennings	<a href="mailto:rjennings@mulbartonprimary.norfolk.sch.uk">rjennings@mulbartonprimary.norfolk.sch.uk</a>
Deputy DSL	Dom Clarke	<a href="mailto:dclarke@mulbartonprimary.norfolk.sch.uk">dclarke@mulbartonprimary.norfolk.sch.uk</a>
Headteacher/Principal	Bev Theobald	<a href="mailto:head@mulbartonprimary.norfolk.sch.uk">head@mulbartonprimary.norfolk.sch.uk</a>
Named Safeguarding Governor	Suzanne Larke	<a href="mailto:office@mulbartonprimary.norfolk.sch.uk">office@mulbartonprimary.norfolk.sch.uk</a>
Chair of Governors	Kevin Holland	<a href="mailto:chair@mulbartonprimary.norfolk.sch.uk">chair@mulbartonprimary.norfolk.sch.uk</a>

## 5.3 Providing School places for Vulnerable Children

For the purposes of this guidance, vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans, in line with the [DfE guidance](#).

At Mulbarton Primary we will risk assess the needs of all pupils with an EHC plan in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college 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. In line with Government guidance, we appreciate that many children and young people with EHC plans can safely remain at home.

At Mulbarton Primary our Designated Safeguarding Leads and other Senior Leaders 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.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and school staff will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting COVID-19, school staff and/or the child's allocated social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Our Designated Safeguarding Leads know who our most vulnerable children are. As a school, we have the flexibility to offer a place to other pupils we identify as being vulnerable who may be on the edge of receiving children's social care support.

#### **5.4 Attendance monitoring**

In line with the DfE guidance, '[Recording the attendance in the school attendance register during the coronavirus outbreak](#)', we will resume taking an attendance register using the appropriate codes to [record attendance and absence](#) in the attendance register. We will submit daily attendance figures to the DfE using the [educational setting status form](#) by 2pm every day.

At Mulbarton Primary our DSLs will continue to liaise with allocated social workers and will agree with parents/carers whether children in need should be attending school. Staff will seek advice and guidance from the Local Authority Attendance Team as appropriate. School staff will then follow up on any pupil that we were expecting to attend, who does not in line with our usual attendance procedures. We will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

Any child who does not attend when a place has been allocated will receive a phone call by 10.00am. If this is not successful then members of the SLT will drive round to the home to check on the family. Families are also contacted by teaching staff if children are not engaging with remote learning. SLT will be asked to intervene if there is continued lack of engagement in learning and/or the morning check in.

In all circumstances where a vulnerable child does not take up their place at school, or fails to attend as expected, school staff will notify the child's allocated social worker and agree a plan to contact the family.

To enable us to effectively support the attendance of all children, we will ask parents/carers to confirm that emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

#### **5.5 The Designated Safeguarding Lead**

We have identified key designated contacts for safeguarding at our school in section 4.2. of this guidance.

At Mulbarton Primary we have a trained DSL (or deputy) available on site at all times. If this is impossible we will ensure that a trained DSL from the school can be contacted via phone or online when they are working remotely from home.

We will ensure that all staff and volunteers know how to contact and have access to advice from a trained DSL (or deputy). Each day, staff will be made aware of who that person is and how to contact them.

We will continue to work in partnership with children, parents and other agencies to safeguard and promote the welfare of children. Our DSLs will keep up to date with the latest [Norfolk Safeguarding Children Partnership advice](#) and guidance from the [LA](#). Our DSLs will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely in line with the NSCP guidance on attending and contributing to [child protection conferences](#) and [Developing Child Protection Plans](#).

## **5.6 Procedures for Reporting Concerns**

The principles for responding to safeguarding concerns as outlined in Section 5 of the main body of the safeguarding policy still apply. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk including at risk from peer on peer abuse and exploitation. 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.

## **5.7 Remote education**

At Mulbarton Primary we will give clear guidance to all our staff who are providing remote education about appropriate use of devices and ensure there are clear parameters about what contact with pupils should look like in order for children and staff to be kept safe. Staff are reminded that when engaging with pupils and / or parents online they have a responsibility to model safe practice at all times.

We have clearly articulated to staff about where and when they will be delivering remote education and have also shared expectations with parents and carers about the school's approach to lessons and how their child(ren) should be accessing these.

Staff are also reminded of the need to adhere to our Staff Code of Conduct and safer working practice [guidance](#). Staff should continue to report any concerns they have about adults who are working with children in line with Section 12 of the safeguarding policy.

Staff should continue to record any concerns via CPOMs and ensure all DSL's are included in the alerts. If staff are working from home and cannot access CPOMs, for any reason, then they must contact a DSL with their concerns who will record the information on their behalf.

### **5.8 Staff Training and induction**

All existing staff and volunteers have received a safeguarding induction and training. They have read part 1 of Keeping Children Safe in Education (2020) and are expected to continue to follow this guidance. The DSL will ensure that all existing staff receive this addendum to the safeguarding policy and will communicate any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers join our school, they will continue to be provided with a safeguarding induction as outlined in Section 4 of the main policy.

If staff are deployed from another education or children's workforce setting to work in our school, we will take into account the DfE guidance on safeguarding children during the COVID-19 pandemic. This means that on arrival to our school, we will verify that they have received safeguarding training and they will be given a copy of our safeguarding policy and information about our procedures including information about our DSL arrangements.

### **5.9 Safer recruitment of staff & volunteers and movement of staff**

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, we will continue to follow our safer recruitment and selection policy, the procedures outlined in Section 10 of the safeguarding policy and Part 3 of Keeping Children Safe in Education (2020).

In those circumstances where we continue to use volunteers in our school, we will continue to follow the checking and risk assessment processes as set out in paragraphs 183 to 188 of KCSIE and our own safer recruitment and selection policy. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

If staff are deployed from another education or children's workforce setting to work in our school, we will take into account the DfE guidance on safeguarding children during the COVID-19 pandemic. This means that we will risk assess the movement of staff and seek written assurances from the current employer that the individual has undergone all the safer recruitment required checks as set out in Part 3 of KCSIE and there are no concerns about their suitability to work with children.

At Mulbarton Primary we 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 in accordance with 'Keeping Children Safe in Education' (2020). We will

also continue to make referrals to the Teaching Regulation Agency (TRA) in line with statutory guidance and understand that during the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk).

Whilst acknowledging the challenge of the current environment, at Mulbarton Primary we understand that it is essential from a safeguarding perspective that, on any given day, we are aware of which staff/volunteers will be in the school, and that appropriate checks have been carried out. We will continue to keep the single central record (SCR) up to date and use this as a means to log everyone that will be working or volunteering in our school or college on any given day, including any staff who may be on loan from other institutions. The SCR will also be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.

### **5.10 Children moving schools and colleges**

In some circumstances our pupils may need to attend another setting. In order to support children attending another setting during this time, the DSL will endeavour to contact the DSL at the receiving school to provide any relevant welfare and child protection information including any arrangements in place to support them. We will continue to pay regard to data protection and GDPR but these do not prevent the sharing of information for the purposes of keeping children safe.

As a minimum, we will ensure that the receiving setting has access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible VSH is). This will ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Where it is not possible for this exchange of information to occur between DSLs the identified senior leaders will take responsibility for this.

### **5.11 Online Safety**

At Mulbarton Primary we recognise that it is more important than ever that we provide a safe environment for pupils including online. We will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online via our IT systems and/or recommended resources.

The safety of pupils when they are asked to work online is of paramount importance. The same principles as set out our staff code of conduct must be applied to all online teaching. All staff should ensure that they have read the staff code of conduct, associated [safer working practice guidance](#) and DfE guidance '[Safeguarding and remote education during coronavirus \(COVID-19\)](#)' and are clear about the acceptable use of technologies, staff pupil/student relationships and communication including the use of social media.



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

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 whilst online. As well as reporting routes to key school staff, we will also signpost children to age appropriate practical support from external organisations such as:

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

We will also communicate with parents to reinforce the importance of children being safe online. We will ensure that parents and carers are aware of what their children are being asked to do online, including the sites they will be asked to access as well as who from the school or college (if anyone) their child is going to be interacting with online.

Where parents and carers choose to supplement the school's online offer with support from online companies and in some cases individual tutors, we will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children.

We will signpost parents and carers to advice what will help them keep their children safe online including:

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online.
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations.
- [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.
- [Internet Matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world.
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online.
- [Net-aware](#) has support for parents and carers from the NSPCC and O2, including a guide to social networks, apps and games.
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation.

- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services.

## **5.12 Mental Health**

At Mulbarton Primary we recognise 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 that staff understand that 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. DSLs will make reference to the DfE guidance [Mental health and behaviour in schools](#) to help identify children who might need additional support, and to put this support in place.

We will consider the provision of pastoral and extra-curricular activities to all pupils, including those learning at home (for example through online activities and assemblies), designed to:

- Support social engagement and maintaining friendships
- Address and equip pupils to respond to issues linked to coronavirus (COVID-19)
- Support pupils with approaches to improving their physical and mental wellbeing

Our DSLs are aware of the support services available to staff, children and families both locally and nationally and will signpost and / or make referrals as appropriate.