



Safeguarding Policy



(addendum during 'School Closure' due to COVID-19)

RATIONALE

College Park Infant School are committed to safeguarding and promoting the welfare of children, especially during the Coronavirus pandemic and 'School Closure' period.

This addendum is produced in light of the interim safeguarding guidance from the DfE on 30th March 2020.

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Designated Safeguarding Leads (DSLs)

Our Phase 2 Staffing Rota currently in operation ensures that there is always a trained DSL or Deputy DSL either on site, or available by phone, email or video link. In addition advice can be sought from Ms Ali Beechurst or Ms Helen Merel (DSLs for Lyndhurst Junior School) (see Annex 1).

Also, each day there is a member of the school leadership team, who is nominated as 'Person in Charge' on site. This staff member is a key point of contact and will where necessary take responsibility for co-ordinating safeguarding on site e.g. updating and managing access to child protection files, liaising with the offsite DSL (or deputy) and as required liaising with children's social workers (MASH) where they require access to children in need and/or to carry out statutory assessments at the schools.

Role of the Local Authority

The DfE is working very closely with all local authorities to ensure that children of critical workers and vulnerable children can, where required, attend a school. The department will, via regional school commissioners, continue to support local authorities' crucial responsibilities in maintaining effective safeguarding and child protection services in this challenging time to ensure schools and academies can access the support they need.

Portsmouth Local Authority has set up specific safeguarding co-ordinators allocated to groups of schools whose role is as follows:

- a) To contact their allocated schools twice a week by phone
- b) To maintain an accurate spreadsheet - one per school
- c) To clearly segment the spreadsheet between families known to the LA and families the schools are worried about - The families are then RAG rated and next steps of support identified for those on red and amber
- d) To provide advice and guidance - linked to information we are constantly updating on the Schools and Families section of the PCC website
- e) To inform schools of the triage/referral process once this has been set up

Safeguarding and clusters

Where schools and colleges collaborate and children and/or staff from multiple settings are clustered in one place, the principles in [Keeping children safe in education \(KCSIE\)](#) and DfE guidance continue to apply. In particular, the school that is acting as the hub in the cluster should continue to provide a safe environment, keep children safe and ensure staff and volunteers have been appropriately checked and risk assessments carried out as required.

Keeping children safe in schools

KCSIE is statutory safeguarding guidance that schools should continue to have regard to as per their legislative duty and/or funding agreement requirements.

Whilst acknowledging the pressure that schools are under, it remains essential that as far as possible we continue to be safe places for children. This addendum is to provide additional guidance as during this period safeguarding policy and process may be different when compared to business as usual.

The way schools and colleges are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

- with regard to safeguarding, the best interests of children must always continue to come first
- if anyone in a school or college has a safeguarding concern about any child they should continue to act and act immediately
- a DSL or deputy should be available
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children
- children should continue to be protected when they are online

College Park Infant School will, as far as is reasonably possible, take a whole institution approach to safeguarding, allowing us to satisfy ourselves that any new policies and processes in response to COVID-19 are not weakening our approach to safeguarding or undermining our safeguarding and child protection policies.

Child Protection

In addition to our usual and current Safeguarding and Child Protection policies, our policy and practice will reflect:

- any updated advice received from the local 3 safeguarding partners
- any updated advice received from the local authority regarding 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
- what staff and volunteers should do if they have any concerns about a child
- the continued importance of all staff and volunteers acting and acting immediately on any safeguarding concerns
- DSL (and deputy) arrangements

- the continued importance for school staff to work with and support children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children
- peer on peer abuse - given the very different circumstances schools are currently operating in, with regards to remote/virtual/e-learning and communication
- what staff and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children
- any arrangements to support children the schools are concerned about who do not meet the 'vulnerable' definition
- what arrangements are in place to keep children not physically attending the school safe, especially online and how concerns about these children should be progressed

It is important that all staff and volunteers are aware of the new policy addendum and are kept up to date as it is revised. This revised policy addendum will be made available publicly.

Vulnerable children

Ensuring that vulnerable children remain protected is a top priority for the government. Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with EHC plans.

Local authorities have the key day-to-day responsibility for delivery of children's social care. Social workers and Virtual School Head (VSH) will continue to work with vulnerable children in this difficult period and should support these children to access this provision. There is an expectation that children with a social worker will attend provision, unless in consultation with the child's social worker and family it is agreed this is not in the best interests of the child. If not attending provision during the 'School Closure' period a risk assessment will be undertaken to ensure that any risks are minimised.

Senior leaders, especially DSLs (and deputies) know who their most vulnerable children are and have the flexibility to offer a place to those on the edges of receiving children's social care support. College Park staff will continue to work with and support children's social workers to help protect vulnerable children. This is especially important during the COVID-19 period.

Regular contact with families of vulnerable children will be made by Mrs Moran (SENCo and AHT), and Mrs Lathem (HoS) in her absence generally via telephone or email. If no response is received a letter will be delivered with a given time-frame for contact, otherwise social care or the police may be notified.

Attendance

Local authorities and schools do not need to complete their usual day-to-day attendance processes to follow up on non-attendance. Schools and social workers will agree with families whether children in need should be attending education provision – and the school will then follow up on any child that we are expecting to attend, who does not. We will also follow up with any parent or carer who has arranged care for their children and the children subsequently do not attend. To support the above, we will take the opportunity when communicating with parents and carers to 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 their social worker.

The DfE has introduced a daily online attendance form to keep a record of children of critical workers and vulnerable children who are attending school. This allows for a record of attendance for safeguarding purposes and allows schools to provide accurate, up-to-date data to the DfE on the number of children taking up places. In Portsmouth, the Local Authority has also requested that

this information be securely submitted to the LA as well, so that the local situation can be monitored and reacted to as necessary.

Staff training and safeguarding induction

All existing College Park school staff will already have had safeguarding training and have read part 1 of KCSIE. The important thing for these staff will be awareness of these new local arrangements so they know what to do if they are worried about a child.

If any new staff are recruited, or new volunteers enter the school they should continue to be provided with a safeguarding induction. Our Safeguarding and Child Protection policies plus this addendum will support this process as will part 1 of KCSIE.

Our existing school workforce may move between schools on a temporary basis in response to COVID-19. The receiving school should judge, on a case-by-case basis, the level of safeguarding induction required. In most cases, the existing workforce will already have received appropriate safeguarding training and all they will require is a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

Children moving schools

It is important that if any of our children move to attend another setting we do whatever we reasonably can to provide the receiving institution with any relevant welfare and child protection information. This will be especially important where children are vulnerable.

For looked-after children, any change in school should be led and managed by the VSH with responsibility for the child. The receiving institution should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum the receiving institution should, as appropriate, have 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 should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Any exchanges of information will ideally happen at DSL (or Deputy DSL) level, and likewise between special educational needs co-ordinators/named individual with oversight of SEN provision for children with EHC plans. However, it is acknowledged this may not always be possible. Where this is the case senior leaders will take responsibility.

Whilst schools must continue to have appropriate regard to data protection and GDPR they do not prevent the sharing of information for the purposes of keeping children safe.

Safer recruitment/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.

With respect to the recruitment of new staff, we will continue to follow the relevant safer recruitment processes for our setting, including, as appropriate, relevant sections in part 3 of 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.

With regard to utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Regarding members of the school or college workforce already engaging in regulated activity and who already have the appropriate DBS check, there is no expectation that a new DBS check should be obtained where that member of the workforce temporarily moves to another school or college to support the care of children. The type of setting on the DBS check, for example a specific category of school, is not a barrier. The same principle applies if childcare workers move to work temporarily in a school setting. The receiving institution should risk assess as they would for a volunteer. Whilst the onus remains on schools to satisfy themselves that someone in their setting has had the required checks, including as required those set out in part 3 of KCSIE, in the above scenario this can be achieved, if the receiving institution chooses to, via seeking assurance from the current employer rather than requiring new checks.

College Park Infant School will continue to follow our legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult.

We will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE. During the COVID-19 period all referrals should be made by emailing Misconduct.Teacher@education.gov.uk. All referrals received by the TRA will continue to be considered. Where referrals on serious safeguarding matters are received and it is deemed that there is a public interest in doing so consideration will be given as to whether an interim prohibition order (IPO) should be put in place. The TRA will continue to progress all cases but will not schedule any hearings at the current time.

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that we are 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, we will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE. The SCR will provide the means to log everyone that will be working or volunteering in our schools on any given day, including any staff who may be attending or on loan from other institutions.

Mental health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. Teachers should be aware of this in setting expectations of pupils' work where they are at home. The Department for Education is providing separate guidance on providing education remotely.

Where they are providing for children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for them. Our SENCo and ELSA have many resources and advice to support children, families and staff. Support for pupils and families in the current circumstances will include existing provision from the school (although this may be delivered in different ways, for example over the phone or by email and through resources on our school website or delivered to the home) or from specialist staff or support services.

Online safety in school

It will be more important than ever for us to provide a safe environment, including online. We will continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the school's IT systems or recommended resources. Our technical IT support company Drift has the technical knowledge to maintain safe IT arrangements and also has contingency arrangements if their IT staff become unavailable.

The [UK Council for Internet Safety provides information to help governing boards and proprietors assure themselves](#) that any new arrangements continue to effectively safeguard children online.

The [UK Safer Internet Centre's professional online safety helpline](#) also provides support for the children's workforce with any online safety issues they face. Local authorities may also be able to provide support.

Children and online safety away from school

At College Park we will continue to do whatever we can to keep all of our children safe. In most cases, the majority of children will not be physically attending the school. 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 school's Safeguarding or Child Protection policies and where appropriate referrals should still be made to children's social care (MASH) and as required, the police.

The DfE has set out key areas that leaders and schools should consider as part of any remote learning strategy. This includes the use of technology. Recently published [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](#) could help us to plan online lessons and/or activities and plan them safely.

All schools should consider the safety of their children when they are asked to work online. The starting point for online teaching should be that the same principles as set out in the school's Staff Code of Conduct and Behaviour policy. This policy includes acceptable use of technologies, staff/pupil relationships and communication including the use of social media. The policy applies equally to any existing or new online and distance learning arrangements which are introduced.

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

An essential part of the online planning process will be ensuring 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 back to the school this also signposts children to age appropriate practical support from the likes of:

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

During this period of 'School Closure' we are in even more regular contact with parents and carers. These communications are also used to reinforce the importance of children being safe online. It is especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school (if anyone) their child is going to be interacting with online.

Parents and carers may choose to supplement the school online offer with support from online companies. Support for parents and carers to keep their children safe online includes:

- [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 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

Review: 6 monthly (or more often as DfE Guidance is updated)

Annex 1

DEFINITIONS

Safeguarding and promoting the welfare of children is defined for the purpose of this policy as
Protecting children from maltreatment
Preventing impairment of children’s health or development
Ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
Taking action to enable all children to have the best outcomes.

Child protection is a part of safeguarding and promoting welfare. This refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer significant harm.

Put simply **Safeguarding** is what we do for all children, whilst **Child Protection** refers to the procedures we use for children at risk of significant harm or who may have been harmed.

COLLEGE PARK INFANT SCHOOL	
Designated Safeguarding Lead(s)	Mrs J Lathem (Head of School) Mrs E Moran (AHT and SENCo)
Deputy Designated Safeguarding Lead(s)	Mrs D Anderson (Executive Headteacher)

Other relevant documentation / information

Child Protection policy
Health & Safety policy, Security policy
Anti-bullying policy
Internet policy, e-safety policy
PSHE policy, Sex and Relationships Education policy, Drugs Education policy
Policy for Children with Special Educational Needs and Disabilities
Whistle-blowing policy
Staff Code of Conduct and Behaviour policy
LA Manual of Personnel Practice
School Staff Induction Handbook
Working Together to Safeguard Children (HM Government July 2018)
Keeping Children Safe in Education (DfE September 2019)
What to do if you’re worried a child is being abused (DfE March 2015)
Inspecting safeguarding in early years, education and skills (Ofsted/DfE Sept 2019)
Positive environments where children can flourish (Ofsted/DfE March 2018)
The Prevent duty (DfE June 2015)
Safeguarding leaflet for parents
School Prospectus/Booklet



Table of useful contacts



Key Personnel	Name(s)	Contact details
DSLs	Jan Lathem (Head of School) Emma Moran (Assistant Headteacher and SENCo)	College Park Infant School Tel no: 023 9266 2823 jan.lathem@kingsacademies.uk emma.moran@kingsacademies.uk
Deputy DSLs	Debbie Anderson (Exec HT)	Based at Northern Parade (Federated) Schools Tel no: 023 9266 2596 / 9266 2129 debbie.anderson@kingsacademies.uk
Safeguarding Governor	Jo Thomson	c/o the school as above
Chair of Governors	Hugh Whitaker	c/o the school as above
Portsmouth MASH	(Multi Agency Safeguarding Hub) Various professionals including Social Care Services	023 9268 8793 0845 671 0271 0300 555 1373 (out of hours)
Early Help & Prevention Service	Northern Parade Family Hub	023 9266 0866 NorthernParadeFamilyHub@portsmouthcc.gov.uk
Portsmouth LADO	Local Authority Designated Officer Hayley Cowmeadow	023 9284 1261 LADO@secure.portsmouthcc.gov.uk
Portsmouth Prevent Team	Prevent Education Officer John Webster	023 9284 1235 john.webster@portsmouthcc.gov.uk
Portsmouth Safeguarding Children Partnership	Director, Children, Families & Education Deputy Director of Quality & Safeguarding Portsmouth District Commander	Alison Jeffery, Portsmouth City Council Tina Scarborough, Portsmouth Clinical Commissioning Group Hampshire Constabulary
NSPCC		0808 800 5000 help@nspcc.org.uk
Childline		0800 1111 www.childline.org.uk
CEOP	Child Exploitation & Online Protection	0370 496 7622 www.ceop.police.uk
NHS Direct / 111 Service		111 www.111.nhs.uk
Police		999 (in an emergency) 101 (non-emergency)