



## **COVID-19 school closure arrangements for Safeguarding and Child Protection at Central Park Primary School**

This Policy addendum is effective from 4<sup>th</sup> January 2021

## 1. Context

From Monday 4<sup>th</sup> January 2021 schools in Newham were advised to remain closed for children until at least January 18<sup>th</sup> 2021 due to the high number of cases of Covid 19 in the local community and the more rapid transmission rates of the new variant of Covid 19. This has been reviewed and extended until February half term when it will then be reviewed again. During this time, only children of critical workers and vulnerable children and young people should attend school or college. All other pupils and students will receive remote education. National lock down then followed from Tuesday 5<sup>th</sup> January 2021.

This addendum of the Central Park Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

Central Park Primary School is in Tier 4.

### Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Sarah Hodges	07732603101	<a href="mailto:sarah.hodges@centralpark.newham.sch.uk">sarah.hodges@centralpark.newham.sch.uk</a>
Deputy Designated Safeguarding Lead	Paul Taylor Nazima Kassim	07702520942	<a href="mailto:paul.taylor@centralpark.newham.sch.uk">paul.taylor@centralpark.newham.sch.uk</a> <a href="mailto:nazima.kassim@centralpark.newham.sch.uk">nazima.kassim@centralpark.newham.sch.uk</a>
Attendance Lead	Nav Gill	02084725588	<a href="mailto:nav.gill@cpdschoolsfederation.org">nav.gill@cpdschoolsfederation.org</a>
Headteacher	Paul Taylor	07702520942	<a href="mailto:paul.taylor@centralpark.newham.sch.uk">paul.taylor@centralpark.newham.sch.uk</a>
Executive Headteacher	Darren Williams	07702520949	<a href="mailto:Darren.williams@cpdschoolsfederation.org">Darren.williams@cpdschoolsfederation.org</a>
Chair of Governors	Ashuk Hussain		<a href="mailto:info@centralpark.newham.sch.uk">info@centralpark.newham.sch.uk</a>

### Vulnerable children

Vulnerable children and young people include those who:

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health and care (EHC) plan have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
- children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
- adopted children or children on a special guardianship order
- those at risk of becoming NEET ('not in employment, education or training')
- those living in temporary accommodation
- those who are young carers
- those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)

- care leavers
- others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health
- Those with an EHC plan (currently 4 children) 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. All children and young people with EHC plans who can safely remain at home, school will be in regular contact with these families.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Central Park Primary 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: Sarah Hodges.

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 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 we will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting COVID19, Central Park Primary School or the social worker will talk through these anxieties with the parent/carer following the current advice set out by Public Health England. We will also discuss the procedures in place at school to try and relieve the anxiety. As a school we will encourage our vulnerable children and young people to attend a school, including remotely if needed.

### **Critical workers**

Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors outlined in the following sections.

### **Attendance monitoring**

Central Park Primary School and social workers will agree with parents/carers whether children in need should be attending school. We will continue to record attendance in the register using SIMS and will follow up on absences of the pupils who are expected to be in school but where a parent wishes for their child to be absent, we will authorise the absence during this national lockdown period. Absence will not be penalised. All pupils who are not eligible to be in school are marked as Code X. They are not attending because they are following public health advice.

Vulnerable children are still expected to attend school full time, they should not be marked as Code X if they are not in school (except if they are shielding, self-isolating or quarantining). If the parent of a vulnerable child wishes their child to be absent, the parent should let the school know. We will grant applications for leave of absence given the exceptional circumstances. This will be recorded as code C (leave of absence authorised by the school) unless another authorized absence code is more applicable.

When a vulnerable child is asked to self-isolate, we will notify their social worker (if they have one). During this time, weekly welfare check phone calls will be made. The DSL will then notify the class teacher who will then track the child and their learning along with the online learners. If the child does not have a device or struggles with online learning a learning paper pack will be organised.

**Children Missing in Education:**

As children will be recorded with an X code from 5th January, or a C code if expected to attend school but are absent, children will no longer be able to be classed as at risk of “Missing Education” as there is a requirement for children to have at least 2 weeks of unauthorised absence before a request for LA intervention can be made. CME referrals can still be submitted for children missing from education before the end of autumn term, but the CME e-form will also cease operation from Friday 15th January 2021.

Safeguarding at Central Park:

**Vulnerable List:**

As a school, we have a list of all our vulnerable children (currently 108 children). This includes but is not limited to children who: receive High Needs Funding; are LAC/PLAC; have an allocated social worker. Many of our children have additional vulnerabilities. These children are normally tracked through our regular Inclusion Meetings. These will happen on a regular basis remotely.

All children and families who are considered vulnerable, following DFE guidance, are being encouraged to attend school. Where this is not happening, and the children have an allocated social worker, we are working closely with the social worker to ensure regular contact and to continue working to remove barriers so the children can attend.

All vulnerable children have been rated as Red or Amber based on knowledge and perceived risk and concerns. This is a working document and children may move between categories as the situation evolves. All children are contacted regularly dependent on need and risk. For the highest risk this will be weekly phone calls and ‘front door’ visits when appropriate. For the lowest, contact once a week.

All contacts must be recorded on Safeguard and any concerns escalated following the processes set out in the main body of this policy.

Additionally, all families in the school are being contacted at least once every three weeks. Any concerns identified must be recorded on Safeguard and escalated following the agreed processes set out in the main body of this document. If there are immediate concerns regarding food, this must be shared with the duty SLT staff so that arrangements can be made to support the family. Support for families will take the form of food bank vouchers or from an in school essential stock foodbank of cupboard essentials

**Food Parcels:**

Food parcels are being distributed to our vulnerable families when needed. Those families eligible for Free School Meals are provided with food parcels or food vouchers weekly. Week beginning the 4.01.2021 and 11.01.2021 families eligible for FSM received food parcels, from week beginning 18.01.2021 we changed to food vouchers.

**Operation Encompass:**

Operation Encompass is checked daily, this allows us to make contact with those vulnerable families and children. Each individual case is taken into account and the children may be offered to attend school.

**Designated Safeguarding Lead:**

Central Park Primary School has a Designated Safeguarding Lead (DSL) and 2 Deputy DSLs.

The Designated Safeguarding Lead is Sarah Hodges

The Deputy Designated Safeguarding Leads are Paul Taylor and Nazima Kassam

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - 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 will include updating and managing access to child protection online management system (Safeguard Software) and 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 or college.

During lock down all member of the Senior Leadership team have full DSL access to Safeguard Software to ensure all information that may be needed is accessible to a member that is on site.

It is important that all Central Park Primary School 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 speak to them. It is also made clear on the weekly rota.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

**Reporting a concern:**

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via Safeguard Software, which can be done remotely.

In the unlikely event that a member of staff cannot access Safeguard Software from home, they should email and phone the Designated Safeguarding Lead, DDSL or Headteacher. 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 report the concern to the headteacher or senior leader on site. 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.

Concerns around the Headteacher should be directed to the Chair of Governors: Ashuk Hussain

**Safeguarding Training and induction:**

DSL training will take place virtually, both the DSL and DDSLs will attend training provided by the London Borough of Newham. Key members of staff have also undertaken online DSL training provided by E-magination Training (the UK's leading provider of online training and first aid 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. Safeguarding training is sent out via email regularly and staff are asked to complete a reflection sheet to show understanding and give the opportunity to raise questions or concerns. All staff have also completed safeguarding training offered on Safeguard Software.

Where new staff are recruited to Central Park Primary School, they will continue to be provided with a safeguarding induction.

**Visitors/staff from other settings:**

During school closure, only essential visitors will be able to enter. If someone does attend school, they must complete a Covid19 Questionnaire which asks about their health and contact with positive Covid19 cases. This is checked and signed by a member of SLT. They are also given the latest risk assessment to read.

**Safer recruitment/volunteers and movement of staff**

It remains essential that people who are unsuitable to work with children are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, we 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.

Volunteers are not being utilized at Central Park Primary School during the ongoing situation.

The school 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. Full details can be found at paragraph 163 of KCSIE.

Central Park Primary School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral. 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 National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, 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.

### **Online safety in schools**

Central Park Primary School will continue to provide a safe environment, including online. This includes the use of an online filtering system. Where students are using computers in school, appropriate supervision will be in place.

We continue to update our safeguarding information on our website for parents and children. This includes leaflets of available support, contact numbers etc. This supports us in signposting parents to relevant agencies for support if needed.

### **Remote learning:**

Keeping pupils and teachers safe during remote education is essential. Teachers delivering remote education online should be aware that the same principles set out in the school's code of conduct policy will apply.

### **Remote Learning and Safeguarding Online**

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

Online teaching should follow the same principles as set out in the code of conduct. As a school we have clear procedures in place for online safety, particularly where new technologies or approaches are being used as a result of the current situation. All schools have an Acceptable Use policy and this has been shared with all staff and reinforced that this continues to apply along with providing clarity that the usual standards and expectations apply in regard to any interactions with children.

In addition to our Code of Conduct policy, some further points staff must consider when working in a virtual situation:

- No 1:1's – groups only
- Risk assessment to be carried out for virtual sessions- See Remote Learning Policy
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- Consider background noises (ensure a quiet place and mute when needed to ensure other conversations

- are not heard)
- 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
- Ensure a suitable dress code is in place and expected by all pupils-
- Data Controllers need to reassure themselves that any teaching/learning software and/or platforms are suitable and raise no privacy issues; or use cases against the providers terms and conditions (for example, no business use of consumer products)
- Ensure privacy when in a call or video conference, as much as possible to safeguard children
- Remind children about online safety and privacy settings
- Remind children about core values and respect at all times

As a school, we recognise the limitations of online learning. Access to technology is highly varied amongst our communities, particular at this time when so many parents and older siblings are working from home. We are keen to ensure a balance of screen time and time away from screens. We appreciate in this, and all areas, that the challenges families are currently facing – including but not limited to illness – will, inevitably, limit (in some cases severely) the ability of children to be able to carry out significant home learning. We are also aware that in some homes parents will need to do their home working on devices which will limit children’s access to online learning. We are also highly aware that some of our children with additional needs may struggle with the concept of home learning.

We track which children have access to a device and those that do not. Those that do not have access to a device have a paper pack available. Some Pupil Premium children, who did not have access to a device, have been given a device to enable them to access online learning. This has also been extended to some of our vulnerable families.

For instances of peer-on-peer abuse, the processes set out in the main body of this document should be followed as closely as possible. It is acknowledged that a lack of direct access to the children involved may hamper this process. However, all reasonable efforts must be taken to: gather as much information as possible; decide on an action – including a referral to Children’s Services/police where appropriate; informing parents – where appropriate and if it is believed this will not bring additional harm or risk to the children involved.

At Central Park home learning is carefully managed across the school. This is a managed learning environment and is monitored daily by all teachers and an aligned member of SLT. Any concerns or inappropriate behaviour should be dealt with by following the usual processes set out in the main body of this document. All interactions are recorded and accessible and staff are clear about any interactions they have with children being open and available for senior staff to access at any time.

All interactions with children and families working at home are passed through the general school email address to the teacher and then from the teacher back to the child, eliminating any direct contact to minimise any potential risk.

Wherever possible, we encourage families and children to take part in more hands-on learning and spend time away from screens. We are sharing regular updates and messages with parents about the use of screens and technology. We are also providing reminders that, where they are using technology to supplement school work e.g. online tutors or other organisations, they need to ensure these are reputable and can provide evidence that they are safe and can be trusted to have access to children.

Sources we are providing to support parents include (please see our website for more extensive list:

- <https://www.net-aware.org.uk/>
- <https://www.thinkuknow.co.uk/parents/support-tools/support-your-child-at-home>

### **Remote Learning Attendance:**

As a school we continue to complete the attendance register for those pupils who are receiving remote education. Teachers continue to monitor attendance of google meets and pupils’ engagement with learning.

### **Emotional/mental health**

Central Park Primary School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. As a school, we provide guidance and support for our children's mental health during this challenging time.

Work that is being set for home learning is focused on physical activities and suggestions for parents on how to support their child's emotional health. There is a clear emphasis on the need to focus on activities and managing time to minimise stress and anxiety. We are also providing practical steps to support with this: such as creating a clear, realistic timetable with model examples provided.

In school, children are also focusing on both physical and emotional health through the daily timetable.

A key focus when calling all families is their current state of mind. Any concerns should be recorded on Safeguard and escalated following the usual processes for reporting concerns outlined in this policy.

Children working from home are invited to a daily meeting with their teacher via Google Meets. Children are encouraged to attend to see their teacher and also their peers and this give them time to ask any questions or address any concerns.

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

### **Supporting children not in school**

Central Park Primary School is committed to ensuring the safety and wellbeing of all its Children and Young people.

Where the DSL or inclusion team has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, regular communication with that child will be in place. For example if a child has been working with our learning mentor due to bereavement, our learning mentor will be allocated to that family for their weekly welfare calls. All contact is recorded using Safeguard Software.

The school share regular safeguarding messages on its website and social media pages for both children and parents. We recognize that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers need to be aware of this when setting expectations of pupils' work where they are at home. We are flexible with the deadlines of work as we appreciate that families have different challenges at home and may not all complete work within school hours.

### **Supporting children in school**

Central Park Primary School is committed to ensuring the safety and wellbeing of all its students. The School will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Central Park 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. Following guidance, we continue to review and update our School Covid19 Risk assessment.

Central Park Primary 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.

Where there are concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – will discuss them immediately as a leadership team.

### **Peer on Peer Abuse**

We recognise that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Safeguarding Policy.

The school will listen 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 must be recorded on Safeguard Software and appropriate referrals made.

**Support within the Federation**

Key staff linked to safeguarding will continue to support each other where appropriate and necessary