



KD Safeguarding

Keeping children safe

COVID 19: Safeguarding in school closure

Kerry Dawson



Need a listening ear?

We are here to help...

Email or phone us for free safeguarding advice and support

Talk through practical solutions and logistics
Emotional wellbeing support for you and your team

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#We'reInThisTogether



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Coronavirus COVID 19: Safeguarding in schools, colleges and other providers

- Safeguarding and clusters
- Keeping children safe in schools and colleges
- Child protection policy
- Designated safeguarding leads
- Vulnerable children
- Attendance
- Staff training and safeguarding induction
- Children moving schools and colleges
- Safer recruitment/volunteers and movement of staff
- Mental health
- Online safety



Safeguarding and clusters

The school or college acting as the hub in the cluster should continue to:

- Provide a safe environment
- Keep children safe
- Ensure staff and volunteers have been appropriately checked
- Ensure risk assessments have been carried out



Interim guidance to supplement Keeping children safe in education 2019

Safeguarding principles remain the same:

- 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



Child protection policy

- Updated advice from the local safeguarding partners
- Advice from LAs in regarding children with EHC plans, LADO and children's social care, reporting mechanisms, referral thresholds and CIN
- What staff and volunteers should do
- Importance of acting and acting immediately
- DSL arrangements
- Working with social workers and virtual school heads
- Peer on peer abuse
- Concerns about staff and volunteers
- Arrangements to support children who do not meet the 'vulnerable definition'
- Arrangements to safeguard children not physically attending school

Annex 1



COVID-19 school closure arrangements for Safeguarding and Child Protection at School name

School Name:
Policy owner: Louis Donald, Trust Safeguarding Manager
Date:
Date shared with staff:



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Designated safeguarding leads

Where it is not possible for the DSL or deputy to be on site, consider:

- Available to be contacted via phone or online video
- Sharing trained DSLs with other schools (who are available)

Where a trained DSL is not on site, a senior leader should take responsibility for co-ordinating safeguarding

- Communicate DSL daily arrangements to all staff and volunteers
- Trained DSLs will continue to be classed as DSLs even if they miss their refresher training



Vulnerable children

- Expectation that children with a social worker will attend unless otherwise agreed with their SW and family
- Children and young people up to the age of 25 with EHC plans
- Flexibility to offer a place for children on the edges of services

	Child developmental needs	Parenting capacity	Wider family and environmental factors
What are we worried about? (Risks, concerns, patterns and trends)			
What are the strengths? (Resilience, protective factors)			
What is the impact on the child? (Harm occurred, daily lived experience, wishes and feelings)			
What needs to happen? (Action to manage risk and improve outcomes for the child – Outcomes should be clear and measurable)			



Attendance

- Complete the DfE daily online attendance form
- Follow up on those children who are expected to attend that day
- Ensure emergency contacts are up to date and ask for additional numbers where possible
- Notify the child's social worker for those children that have one



Staff training and safeguarding induction

- Ensure all staff are aware of new arrangements
- Safeguarding induction for new staff
- Staff moving between schools will need as a minimum :
 - A copy of the receiving setting's child protection policy
 - Confirmation of local processes
 - Confirmation of DSL arrangements



Children moving schools and colleges

The receiving school should be aware of the reason the child is vulnerable and arrangements in place to support them. As appropriate, have access to a vulnerable child's:

- EHC plan
- Child in need plan
- Child protection plan
- Personal education plan
- Name and contact details of the child's social worker

"GDPR and Data Protection Act 2018 do not prevent, or limit, the sharing of information for the purposes of keeping children and young people safe"



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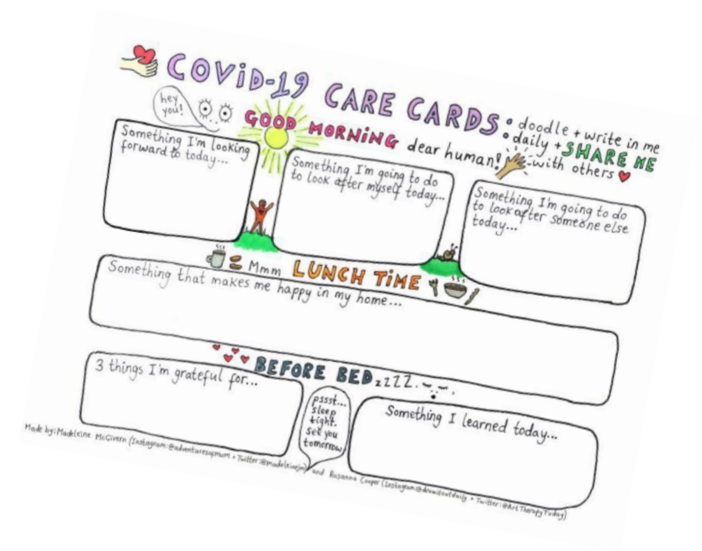
Safer recruitment/volunteers and movement of staff

- Schools should still follow safer recruitment processes for new staff and volunteers
- New DBS checks are not required for staff moving temporarily between schools – Do obtain confirmation of checks and risk assess
- Use SCR to record who is in your school, checks and risk assessments
- Record of who is working in your school on each day
- Procedures to manage allegations against staff



Mental health

- Recognise the impact of the current situation on all children and families
- Ensure appropriate support is in place
- Recognise changes in behaviour and emotional states and consider how support can be offered in different ways



*You can't pour from an empty cup...
Be kind to yourself and consider a tiered approach for staff*



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Online safety

- Appropriate filtering and monitoring and use of reputable and safe sites
- Contingency arrangements if IT staff become unavailable
- Reiterate key online safety messages to staff, parents and children
- Safer working practice shared with staff, parents and children
- Signpost to online safety resources, advice and information



Reflection... Key considerations

What are your challenges?
What are your strengths?
What are your top priorities?

- Contingency planning
- Tiered approach to safeguarding and wellbeing
- Maintain clear roles and procedures
- Easy to access information – who needs to know what?
- Safer recruitment and safer working practice
- Key safety messages and signposting





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