



# **London Meed Primary School Policy**

**COVID-19 school closure arrangements for Safeguarding  
and Child Protection policy annex**

**Safeguarding in Education Team**





# **LONDON MEED PRIMARY SCHOOL**

## **BRAVERY CURIOSITY RESILIENCE COMMUNITY RESPECT**

### **COVID-19 school closure arrangements for Safeguarding and Child Protection policy annex**

**JANUARY 2021**

**School Name: London Meed Primary School**

**Policy owner: London Meed DSL**

**Date adopted: January 2021**

**Date shared with staff: January 2021**

**This policy is for use during the COVID-19 school closure from 5<sup>th</sup> January 2021 only**

## **1.Context**

From 5<sup>th</sup> January 2021 government guidance requires all schools to partially close for the period of interim COVID-19 arrangements.

On 7<sup>th</sup> January 2021 The Department for Education issued 'Restricting attendance during the national lockdown: schools. Guidance for all schools in England'.<sup>1</sup>

Page 39 of that guidance indicates that schools and colleges should review their child protection policies to reflect the move to remote education for pupils who are not attending school.

This annex does not cover all the other areas in the 'Restricted Attendance guidance' for example, parents and carers who are critical workers, wearing of face coverings, or good respiratory hygiene. Schools and colleges should review the guidance and ensure it is adapted to suit the needs of their particular setting.

This annex is supplementary guidance for the period of lockdown '3', January 2021 only. During this period All schools and colleges MUST CONTINUE to have regard for the statutory guidance Keeping Children Safe in Education 2020<sup>2</sup>

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<sup>1</sup>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/950510/School\\_national\\_restrictions\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/950510/School_national_restrictions_guidance.pdf)

<sup>2</sup> <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## 2. COVID19 January 2021 annex for your current child protection policy.

This annex of the London Mead Safeguarding, and Child Protection policy will take effect January 2021 and remain in place during this period of time and will be reviewed as government policy and guidance changes.

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## 3. Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Natalie Langtree	01444 232 336	<a href="mailto:deputyhead@londonmeedprimary.co.uk">deputyhead@londonmeedprimary.co.uk</a>
Deputy Designated Safeguarding Lead	Jussi Viinikka	01444 232 336	<a href="mailto:assistanthead@londonmeedprimary.co.uk">assistanthead@londonmeedprimary.co.uk</a>
Headteacher	Natalie Langtree	01444 232 336	<a href="mailto:deputyhead@londonmeedprimary.co.uk">deputyhead@londonmeedprimary.co.uk</a>
Chair of Governors	Jane Davey		<a href="mailto:jdavey@londonmeedprimary.co.uk">jdavey@londonmeedprimary.co.uk</a>
MASH WSCC		01403 229900 (Out of Hours – 0330 222 6664)	Referrals to MASH should be made on the following web-based forms which can be accessed here: Adults - <a href="https://www.westsussex.gov.uk/raiseaconcernaboutanadult">https://www.westsussex.gov.uk/raiseaconcernaboutanadult</a> Children's - <a href="https://www.westsussex.gov.uk/Raiseaconcernaboutachild">www.westsussex.gov.uk/Raiseaconcernaboutachild</a> Referrals can also be made by telephone to 01403 229900
LADO	Miriam Williams Donna Tomlinson Assistant LADO: Sally Arbuckle	0330 222 6450 (9am - 5pm) (Out of Hours – 0330 222 6664)	<a href="mailto:LADO@westsussex.gov.uk">LADO@westsussex.gov.uk</a>
Safeguarding in Education		0330 222 4030	<a href="mailto:safeguarding.education@westsussex.gov.uk">safeguarding.education@westsussex.gov.uk</a>

### Additional school contacts regarding safeguarding and CP during school partial closure:

Role	Name	Contact	Email
Deputy Designated Safeguarding Lead	Jake Terrill	01444 232 336	<a href="mailto:jterrill@londonmeedprimary.co.uk">jterrill@londonmeedprimary.co.uk</a>

### 3. Staff Resilience – School Safeguarding Team

It is expected that our school will have a trained DSL (or deputy) available on site. However, it is recognised that on occasions there may be operational challenges to this. In such cases, for our school there are two options to consider:

- a trained DSL (or deputy) from the school can be available to be contacted via phone or online video, for example working from home
- sharing trained DSLs (or deputies) with other schools (who should be available to be contacted via phone or online video)

Should we not have a DSL available on the telephone nor from another school, the member of staff operationally in charge of the school at that time will be responsible for co-ordinating safeguarding on site.

If we are aware we may face the possibility of not having a DSL available either on the school site, on the telephone, or from another school we will make immediate contact with the WSCC Safeguarding in Education Team on 0330 222 4030 or email [safeguarding.education@westsussex.gov.uk](mailto:safeguarding.education@westsussex.gov.uk) for advice and support.

#### 4. Capacity of DSL team in our school

We are timetabling that a DSL should be onsite at all times pupils are attending school during Lockdown.

If this is impossible due to unforeseen circumstances then senior staff in school will be able to call a DSL at home or elsewhere. Contact can be made via email or via direct phone call.

Direct mobile numbers are known to all staff and are also available on file by office staff.

London Meed School has a Designated Safeguarding Lead (DSL) and two Deputy DSLs.

The Designated Safeguarding Lead is: Natalie Langtree

The Deputy Designated Safeguarding Lead is: Jussi Viinikka

The additional Deputy Designated Safeguarding Lead is: Jake Terrill

Contact details for these are:

Role	Name	Contact	Email
Designated Safeguarding Lead	Natalie Langtree	01444 232 336	<a href="mailto:deputyhead@londonmeedprimary.co.uk">deputyhead@londonmeedprimary.co.uk</a>
Deputy Designated Safeguarding Lead	Jussi Viinikka	01444 232 336	<a href="mailto:assistanthead@londonmeedprimary.co.uk">assistanthead@londonmeedprimary.co.uk</a>
Deputy Designated Safeguarding Lead	Jake Terrill	01444 232 336	<a href="mailto:jterril@londonmeedprimary.co.uk">jterril@londonmeedprimary.co.uk</a>

All regular duties of the Safeguarding and Child Protection team in our school will remain during this period of lockdown in order to protect all of children and young people, whether they are attending school or accessing learning remotely.

This will include:

- Managing concerns raised
- Updating and managing access to safeguarding and child protection records by liaising with the offsite DSL (or deputy)
- Undertaking risk assessments for all pupils as necessary  
Coordinating safeguarding provision and checks for all vulnerable pupils on and off site
- Liaising with children's social workers where they require access to children to carry out statutory assessments at the school or college and engaging with key safeguarding partners when requested, in an appropriate and safe manner.

## 5. Safeguarding Training and Induction

Keeping Children Safe in Education 2020 states:

*72. The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.*

*73. In addition to their formal training as set out above, their knowledge and skills should be updated (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.*

### 5.1 DSL Training

Our school recognises both DSL induction and refresher courses have been made available by WSCC as on-line courses and which can only be booked via the Safeguarding in Education pages on the West Sussex Service for Schools Site. We will ensure all our DSLs are trained within their two-year cycle.<sup>3</sup>

Our school will also consider if we need to train additional DSLs to mitigate the risk of the majority of our DSL team being away from work and not contactable.

### 5.2 Continual Professional Development

We also recognise the Safeguarding in Education pages on West Sussex Service for Schools contain many resources for DSL continual professional development, including a digital library and other relevant information.

### 5.3 The DSL training dates for our staff are:

Name of staff member	Type of training and date of issue	Role in school
Natalie Langtree	Refresher training Jan 2021	Acting head Teacher
Jussi Viinikka	Refresher training Feb 2021	Acting Deputy Head Teacher
Jake Terrill	Refresher training Jan 2021	Assistant Head Teacher

### 5.4 Staff training

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). All staff are aware of WSCC procedures for referral and have access to key contacts to do this.

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<sup>3</sup> <https://schools.westsussex.gov.uk/>

Any new staff, including volunteers, who join the school will receive full safeguarding training.

## 5.5 Raising a Safeguarding Concern

All staff will continue to follow the normal processes as outlined in our child protection and safeguarding policy for raising safeguarding concerns about any child or young person, whether they attend our school or receive education elsewhere.

## 6. Vulnerable children

The Department for Education have identified vulnerable children as those who<sup>4</sup>:

1. 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
2. have an education, health and care (EHC) plan
3. 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

### 6.1 Identifying our Vulnerable Children

Our school will use the above definitions to identify our vulnerable children. We will generate a confidential system, accessed only by those who need to know, so we can identify each vulnerable child and monitor

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<sup>4</sup> <https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schools-colleges-and-local-authorities-on-maintaining-educational-provision#vulnerable-children-and-young-people>



attendance and other concerns. All such vulnerable children (whether attending as such or not) are identified on CPOMS.

We recognise in the DfE guidance that all schools are expected to allow and strongly encourage vulnerable children to attend and that parents/carers of vulnerable children are strongly encouraged to take up the place. Our school will support this by admitting additional children to school as their individual circumstances change and they fall into the vulnerable categories.

### 6.3 Supporting Our Vulnerable Children who are attending school

We will continue with our normal processes of supporting our vulnerable children when they are at school. This will include using such tools as 'Day in My Life' as necessary.

### 6.3 Hearing the Voice of the Child

Our school is very aware that the usual members of staff, whom children may go to when needing to share their worries, may not be physically present at school or immediately available due to self-isolating etc. We will ensure all of our children and young people know who they can go to should they have worries if their usual staff member is unavailable.

### 6.4 Vulnerable Children Not Attending

If any of our vulnerable children do not attend, our school will:

- work together with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance considering the child's circumstances and their best interests
- work together with the local authority and social worker (where applicable) and other relevant partners to encourage the child or young person to attend educational provision, particularly where the social worker agrees that the child's attendance would be appropriate
- Maximise the opportunities to understand the lived experience of all of our children who are not attending during lockdown, and particularly those who we recognise are vulnerable.
- Monitor Remote Learning engagement and where appropriate attempt to support parent in facilitating access

### 6.5 Leave of Absence

Latest guidance states 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.

The Department of Education expects schools to grant applications for leave of absence given the exceptional circumstances. This should be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.

Where our school grants a leave of absence to a vulnerable child or young person we will still speak to parents and carers, and social workers (where applicable) to explore the reasons for this and any concerns raised. The discussions should focus on the welfare of the child or young person and ensuring that the child or young



person is able to access appropriate education and support while they are at home.

Where providers have had to temporarily stop on-site provision on public health advice, they should inform the local authority to discuss alternative arrangements for vulnerable children and young people and work towards welcoming back pupils as soon as possible, where feasible to do so.

Our school will work collaboratively with other schools and education providers and other local partners (including the local authority, social workers, police, key workers etc.) to maximise opportunities for face-to-face provision for vulnerable children.

Our school will continually review the safeguarding risks to our vulnerable children and young people and will raise concerns with Early Help and / or MASH when and where relevant.

## **7. Special schools and specialist post 16 provision**

Not Applicable

## **8. Boarding and residential schools, including international pupils**

Not Applicable

### **8.1 Private Fostering**

We recognise that if any of our students are accommodated with a host family for 28 days or more then we will share the information with WSCC MASH (contact details above) to enable private fostering assessments to be undertaken.

## **9. Recruitment, Supply and other temporary staff or peripatetic teachers**

Our school will follow our normal procedures for safer recruitment and will continue to undertake all necessary safeguarding and right to work checks for any new members of staff, supply cover or other temporary staff, including volunteers, who come into our school or college.

## **10. Remote Education**

Our school recognises the temporary continuity direction<sup>5</sup> which makes it clear that schools and colleges have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19).

London Mead Primary School uses Google Classroom as a primary vehicle for delivering remote education for our pupils. We also use Mathletics and Reading Eggspress at additional providers. There is special provision made where access to such electronic media is restricted.

## **11. Delivering Remote Education Safely and Safeguarding**

Appendix A of this Annex outlines how our school and college will deliver remote education safely.

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<sup>5</sup> <https://www.gov.uk/government/publications/remote-education-temporary-continuity-direction-explanatory-note>

## **12. Pupil wellbeing and Support**

Our school recognises that our children and young people may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust, either to a return to learning at home or being in school without their peers, and some may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be content with the change in circumstances.

The return to remote learning for most will limit pupils' social interaction with their peers, carers and teachers, which may have an impact on wellbeing.

In order to support our pupils' wellbeing, we will work with our children, families and partner agencies to support our children and young people.

Please see Appendix B for further information.

## **13. Support from the Local Authority**

The WSCC Safeguarding in Education Team are offering daily safeguarding support to schools and can be contacted by:

Phone - 0330 222 4030

Email - [safeguarding.education@westsussex.gov.uk](mailto:safeguarding.education@westsussex.gov.uk)

## **Appendix A – Delivering Remote Education Safely and Safeguarding**

### **London Meed Remote Education Policy**

**February 2021**

This policy identifies the provision that London Meed will make in the event of; a class or group of children needing to self-isolate; a local lockdown; a nation-wide lockdown.

#### **Means of sharing remote learning with pupils and parents**

London Meed will use **Google Classroom** to share remote learning with parents. Initially this will be used as a host platform for weekly home learning, giving teachers, parents and carers an opportunity to become familiar with it. All teaching staff received initial training on the use of Google Classroom on 9<sup>th</sup> September, with several shorter training sessions following on in the autumn.

All parents and carers received log in details on 18<sup>th</sup> September. They also received a 'How to use...' letter and links to online video tutorials, with further details following on from staff training later in the term.

All parents and carers have been sent a survey about access to technology at home, allowing the school to identify particular families who may be in need of support and resources (laptops, iPad etc.) in the event of a renewed lockdown or isolation. Disadvantaged pupils in Years 3- 6 who do not have access to technology (a laptop or an iPad) may now be eligible under a new government laptop scheme.

In the event of a lockdown, or a group needing to isolate, care packages (books, writing materials, basic maths resources) will be delivered to vulnerable children or families. Additional resources will be made available to all children, with set dates and times where they can be collected from the school gates.

#### **Frequency and consistency of work being set**

Prior to a lockdown or period of isolation, teachers will draw up a list of resources that they will need to take home in order to plan and deliver remote learning effectively.

The following subjects will be planned for as part of provision for remote learning; Phonics (as far as Year Three), Reading, Maths, Writing, Science, PE, Art, History, Geography, DT, MFL, RHSE. Staff will follow the school's existing curriculum map and topics when planning for remote learning.

Work to be carried out at home will be set by 4pm, ready for the next day. Staff will plan so that each day contains an English based lesson / activity (this may be split into reading and / or writing activities), a Maths based lesson / activity, and one other subject from the list above (totalling 3 hours, on average). In EYFS, KS1 and Year 3, a phonics based activity must also be set. In EYFS, activities set will broadly reflect those that would take place on an average day in Reception. Staff will check, at least weekly, whether pupils are engaging with their work, and inform parents where engagement is a concern. If there is no response from parents, a member of SLT will contact the family.

A member of teaching staff will record twice weekly (Monday and Friday) video clips for the year group, giving a general overview of the learning, and general feedback at the end of the week.

A 'Google Meet' session will take place weekly. This is a chance to meet as a class, and children see their classmates and teachers. The meeting will be set up and controlled by the class teacher. Children will only be admitted if the class teacher is sure of who they are (i.e. if they attempt to join the meeting using a different Google account they may not be admitted). The class teacher will be the last to leave the meeting, in order to ensure that all children have left. Staff have been given

training in how to set the meeting up so that the joining code expires as soon as the meeting has finished. A new code will be set for each new meeting.

Wherever possible, staff will look to record short videos to assist parents and carers with remote learning, particularly in the cases of; explanation of written methods in Maths; Handwriting; Phonics; SPAG.

For teacher feedback, each child will receive written feedback at least once a week from a member of staff in their year group. Whole class feedback can be given more frequently.

There will be daily story time / reading aloud sessions recorded by a member of staff in the year group.

A weekly assembly will be recorded by a member of the SLT for all children, and a weekly story time session will also be recorded by SLT.

### **Additional provision**

In the event that a class teacher cannot work due to illness, and therefore cannot provide remote learning, PPA teachers will provide home learning for that class or group of children.

Individual children who need to isolate at home will be provided with learning in line with what is being taught to the rest of the class during their period of isolation. Class teachers will make contact via email or a phone call once a week with children who are isolating individually.

In the event of a lockdown or isolation, the parents or carers of children in the SSC or on the SEN list will be contacted by either the lead teacher in the SSC, or the SENCO, in order to provide further support, resources, or to agree any alterations that will need to be made to remote learning (this may include giving children access to plans or resources from another year group).

### **Pastoral care**

All children will have contact with their class teacher at least once each week. This may be in the form of feedback to home learning submitted, an email or telephone call. In the event that the school has not had any contact from a child or family for a period of a week, the child's class teacher will notify the school office who will check all contact methods previously provided. If there is still no contact possible via phone, email or other direct media, a letter may be sent and/or a member of staff may arrange to visit the home.

Vulnerable children (including members of the SSC) will receive a fortnightly phone call from a member of the SLT.

Staff are not expected to respond to messages from parents and carers outside 8.30am and 6pm, and not at all on weekends.

**This policy will be reviewed termly and amended accordingly.**

**This Policy was reviewed by staff on 1<sup>st</sup> February 2021**

## Appendix B – Children Requiring Mental Health Support

1. We recognise our school has an important role to play in supporting the mental health and wellbeing of our pupils.
2. We recognise mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Our school/college has an Emotional Well-being Lead and that is J. Viinikka

1. As a school we will have a clear system and process in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. We will make sure all staff and volunteers are aware of our system.
2. Where there are concerns about the mental health, wellbeing and safeguarding of a child, staff will immediately discuss those concerns with the Designated Safeguarding Lead.
3. We are aware of recent government publications:
  - [Preventing and tackling bullying](#),<sup>6</sup>
  - [Mental health and behaviour in schools](#),<sup>7</sup> and
  - [Promoting children and young people's emotional health and wellbeing](#)<sup>8</sup>.
4. Our staff are aware of the West Sussex Community Mental Health Liaison Service <https://www.sussexpartnership.nhs.uk/west-sussex-cmhl-service#:~:text=The%20new%20Community%20Mental%20Health,to%20moderate%20mental%20health%20conditions> who provide an early intervention and prevention service for professionals who are working with young people under the age of 18, and are concerned about a young person's mental health and wellbeing. This service is available to our school.
5. We are aware that we can obtain advice and support from School Nursing Service <https://www.sussexcommunity.nhs.uk/downloads/services/west-sussex-school-nursing/west-sussex-school-nursing-leaflet.pdf>
6. We are also aware of the resources available to our school from the Mentally Healthy Schools website <https://www.mentallyhealthyschools.org.uk/>

### Self-Harm Guidance for Schools

Managing self-harm guidance and tool kit for schools in West Sussex has recently been created with the latest information and resources to help recognise the signs, identify risks and access the support available.

We recognise that [Self-Harm Guidance for schools](#) is available to anyone working in education, to support staff when dealing with students who self-harm, or are at risk of intentionally harming themselves.

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<sup>6</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)

<sup>7</sup> <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

<sup>8</sup> <https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>