



**Hassocks Infant School
COVID-19 school arrangements for Safeguarding and Child Protection
annex**

Yellow highlighted parts are the additions added since shared on 1st April 2020

School Name: Hassocks Infant School

Date adopted: 1st April 2020

Date updated: 1st June 2020 (in line with guidance around the reopening of schools)

Date shared with staff: 2nd April 2020 and updated version on 1st June 2020

This policy is to explain the COVID-19 school arrangements for Safeguarding and Child Protection and is an annex to our Hassocks Infant School Safeguarding and Child Protection Policy.

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1. Context

From 20th March 2020, the government guidance required all schools to partially close in response to the Covid-19 pandemic. However, on 10th May the government announced they wanted schools to prepare to extend their opening to pupils within Reception, Year 1 and Year 6 from the week commencing 1st June, alongside priority groups (vulnerable children and the children of critical workers).

Following the completion of a risk assessment, senior leaders along with the governors of Hassocks Infant school decided the school can reopen as follow:

- From 1st June – increase our capacity for children of key workers and those who fall within the criteria of vulnerable, as set by the Department for Education (DfE)
- From 15th June – re open for reception class bubbles as well as key worker and vulnerable bubbles

This annex to the Hassocks Infant School Safeguarding and Child Protection policy will take effect during this period of time and will be reviewed as government policy and guidance changes.

This policy has been amended in line with Department for Education and West Sussex County Council guidance for Safeguarding in Education.

2. Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Lauraine Smith	01273 842549 07833727153	dsl@hassocksis.com deputy@hassocksis.com
Deputy Designated Safeguarding Leads	Adrian Bates-Holland Joanna Heath	01273 842549 07393442465 01273 842549 07393518038	dsl@hassocksis.com head@hassocksis.com dsl@hassocksis.com senco@hassocksis.com
Headteacher	Adrian Bates-Holland	01273 842549 07393442465	head@hassocksis.com
Chair of Governors	Liz Burrows	01273 842549	lburrows@hassocksis.com
Safeguarding Governor	Dianne Bowles	01273 842549	dbowles@hassocksis.com

MASH WSCC		01403 229900 (Out of Hours – 0330 222 6664)	MASH@westsussex.gov.uk Referral forms via; Adults - https://www.westsussex.gov.uk/raiseaconcernaboutanadult Children's - www.westsussex.gov.uk/Raiseaconcernaboutachild
LADO		0330 222 6450 (9am -5pm)	LADO@westsussex.gov.uk
Safeguarding in education		0330 222 4030	safeguarding.education@westsussex.gov.uk

Additional school contacts regarding safeguarding and Child Protection during school partial closure:

Role	Name	Contact	Email
Early Years Phase Leader	Jen Grigson	01273 842549	jgrigson@hassocksis.com
Key Stage One Phase Leader	Mary Hutchinson	01273 842549	mhutchinson@hassocksis.com

If school staff are unable to provide DSL support, staff at Windmills Junior School can provide assistance:

Role	Name	Contact	Email
Head Teacher	Mrs Leila Murray	01273 842241	head@windmills.w-sussex.sch.uk
Deputy Head Teacher	Mr Steve Kingcome	01273 842241	skingcome@windmills.w-sussex.sch.uk

3. Staff Resilience – School Safeguarding Team

Keeping Children Safe in Education 2019 (Page 19, para 65) states; *'During term time, the designated safeguarding lead and/or a deputy should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.'*

Please note this means the DSL may be available for contact on the phone / video call and do not need to be physically in school.

During this period our school will follow all DfE and Local Authority guidance and practice.

DfE

All DfE COVID-19 guidance is found here;

<https://www.gov.uk/government/publications/guidance-to-educational-settings-about-covid-19/guidance-to-educational-settings-about-covid-19>

DfE Covid-19 safeguarding update here;

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

DfE COVID-19 guidance around supporting vulnerable children and young people;

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

Local Authority

All updates to schools are sent via the Director of Education.

<http://schools.westsussex.gov.uk>

The safeguarding bulletins and guidance are all embedded within the links above, so it is important to read each entire document as they expand in a lot more detail in many of the areas identified below.

These can also be found here;

<https://secure2.sla-online.co.uk/v3/Resources/Page/13966>

4. DSL Capacity in our school

Hassocks Infant School has a Designated Safeguarding Lead (DSL) and two Deputy DSLs.

The Designated Safeguarding Lead is: Lauraine Smith

The Deputy Designated Safeguarding Leads are: Adrian Bates-Holland, Joanna Heath

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. Additional members of our Senior Leadership Team (SLT) have carried out supplementary COVID-19 Safeguarding training as part of our contingency plan.

This might include updating and managing access to the Child Protection Online Management System, (CPOMS) 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.

It is important that all Hassocks Infant School staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them.

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

All regular duties of the Safeguarding and Child Protection team will remain during this period where possible in order to protect both children on roll but not in school and those in school.

This will include:

- Managing concerns raised;
- Updating and managing access to safeguarding and child protection records
- 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 in need;
- Carrying out statutory assessments at the school or college;
- Engaging with key safeguarding partners when requested in an appropriate and safe manner.

5. Safeguarding Training and Induction

During the period that COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

The DSL training dates for our staff are;

Name of staff member	Type of training and date of issue	Role in school
Adrian Bates-Holland	5/11/18	Head Teacher, DDSL
Lauraine Smith	15/01/19	Deputy Head Teacher, DSL
Joanna Heath	21/05/19	SENCO, DDSL

Additional members on our Senior Leadership Team (SLT) have carried out supplementary COVID-19 Safeguarding training as part of our contingency plan.

Name of staff member	Type of training and date of issue	Role in school
Jen Grigson	Additional in school safeguarding training - Designated Safeguarding Leads in Schools – Contingency Planning Update 03.04.20	EYFS Phase Leader
Mary Hutchinson	Additional in school safeguarding training - Designated Safeguarding Leads in Schools – Contingency Planning Update 03.04.20	KS1 Phase Leader

The DSL will continue to monitor this decision for DSLs to continue to be classed as DSLs should their training be out of date. Once DSL training becomes available, DSLs will be booked onto refresher training, should their training be out of date.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child. All staff are aware of WSCC procedures

for referral and have access to key contacts to do this.

6. Safer recruitment/volunteers and movement of staff

Our standing policy clearly identifies how we follow procedure to ensure that all adults working in our school are safe to do so. This does not change for the duration of this annex policy.

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, Hassocks Infant School will 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 (2019) (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.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:

- *the individual has been subject to an enhanced DBS and children's barred list check;*
- *there are no known concerns about the individual's suitability to work with children;*
- *there is no ongoing disciplinary investigation relating to that individual.*

Where Hassocks Infant School are 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. The school will actively plan to reduce the need to use volunteers during this period.

Hassocks Infant 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.

7. Disclosure and Barring

Hassocks Infant School fully adheres to LA Model Safer Recruitment Policy as outlined here;

<https://secure2.sla-online.co.uk/v3/Resources/Page/1314>

We will ensure that the school keeps an up to date single central record (SCR) of all staff and volunteers and the dates of all appropriate safeguarding checks and including the detail as suggested within Part 3 of Keeping Children Safe in Education, September 2019.

Our school will also amend practice in line with DfE COVID-19 using community volunteers;

<https://www.gov.uk/government/publications/safeguarding-factsheet-community-volunteers-during-covid-19-outbreak/safeguarding-and-dbs-factsheet-faqs-who>

It will also amend practice as outlined by the LA to evidence checks in school during the COVID-19 period.

Hassocks Infant School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 and 156 in KCSIE. Hassocks Infant School will use the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic to help guide this.

8. Vulnerable children

During this period school will refer to the DfE's guidance to define vulnerable groups.

Where possible all safeguarding and child protection practices stated in our main policy will be adhered to.

As of 15th May the DfE defined vulnerable children during coronavirus as follows:

- Those 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;
- Those who have an education, health and care (EHC) plan and it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment;
- Those who have been assessed as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued attendance. This might include children and young people on the edge of receiving support from children's social care services, adopted children, those at risk of becoming NEET ('not in employment, education or training'), those living in temporary accommodation, those who are young carers and others at the provider and local authority's discretion.

The DfE set the expectations of these vulnerable groups as follows:

- For vulnerable children and young people who have a social worker, attendance is expected unless the child/household is shielding or clinically vulnerable;
- For vulnerable children and young people who have an education health and care (EHC) plan, attendance is expected where it is determined, following risk assessment, that their needs can be as safely or more safely met in the educational environment;
- For vulnerable children and young people who are deemed otherwise vulnerable, at the school, attendance is expected unless the child/household is shielding or clinically vulnerable.

For all these groups, educational providers, local authorities, social workers, parents/carers and other relevant professionals (where applicable) should work together closely to consider factors, such as the balance of risk, including health vulnerabilities, family circumstances, risks outside the home, and the child or young person's assessed special educational needs, where relevant.

DSLs and the school's SENCO will keep records of any conversations held with professionals around the attendance of vulnerable children. These will be stored on CPOMs. Additional risk assessments will be carried out by the SENCO, as necessary, and secured safely.

The following link should be read for further information and updates on vulnerable groups: <https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

The Head Teacher will work closely with the DSL team to review attendance and to ensure that provision is in place for these vulnerable children. During this period, it may not be possible to meet all of the needs identified in EHCPs and provision will be carefully considered to prioritise the safety and wellbeing of all pupils on site.

Hassocks Infant School will continue to work with and support children's Social Workers to help protect vulnerable children, especially those vulnerable children who are not attending school. Our school will discuss such cases regularly with the children's Social Worker and identify what part the school can play in monitoring a vulnerable child on a case by case basis.

For Children Looked After (CLA), we will work with children's Social Workers and the local authority Virtual School Headteacher (VSH) for looked-after and previously looked-after children.

The lead person in our school for CLA is: Lauraine Smith

Hassocks Infant School will encourage our vulnerable children and young people to attend a school, including remotely if needed.

9. Children's Social Care – RAG Assessment of Open Cases

Similar to the process being advocated for schools in line with the Government Guidance, WSCC Children's Social Care have drawn up the following RAG rating to triage their open cases. During this period Hassocks Infant School will fully adhere to these practices.

10. Continued Safeguarding Planning

The school will maintain an on-going risk assessment for all vulnerable pupils and pupils where safeguarding concerns are recorded. An action plan identifying support for the pupils and their families will be regularly updated and shared with the DSL team.

Hassocks Infant School will follow **the DfE** and Local Authority guidance regarding pupils who are not supported by key safeguarding partners but are defined by us as vulnerable pupils due to the current school arrangements.

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.

Hassocks Infant School will encourage these children also to attend school, if this is appropriate. Attendance will be regularly reviewed by the Headteacher and Deputy Headteacher in his absence.

Where these children are not attending our school will consider, on a case by case basis, how we can monitor and support those children and their families.

11. Supporting children in school

Hassocks Infant School is committed to ensuring the safety and wellbeing of all its students.

We 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 ensure the safety of pupils and adults.

Hassocks Infant School 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.

Where we have concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will provide updates to the governing body.

12. Supporting children not in school

Hassocks Infant School is committed to ensuring the safety and wellbeing of all its children and will continue to work within all previous relevant policies.

To support children who are not attending school we are:

- Carrying out “keeping in touch” telephone conversations *with identified families*.
- Providing all our families with an email to contact if they are concerned for their or their child’s wellbeing.
- Identifying vulnerable families and attaching them to a DSL/DDSL who will undertake additional “keeping in touch” calls.
- Regularly engaging and liaising with other professionals to ensure the needs of the children/families are met e.g. with social workers, family support workers.
- Providing weekly home learning activities.
- Providing families with information on how to support and promote good mental health.
- Establish class emails as a contact to the child’s class teacher.
- Trial zoom sessions for those year groups not in school.
- Set community challenges.
- Post videos from teachers onto the school website e.g. reading a story.
- Use Parent Mail and social media site to keep families updated.
- Complete any risk assessments for children who are identified e.g. children on EHCPs
- Providing our FSM children vouchers each week.
- Dropping food parcels to families in need.
- Providing vouchers for the local food bank, if needed.
- Signposting families to outside agencies who are able to provide additional support.

13. Attendance monitoring

As of 1st June, we will record our attendance register via an Excel spreadsheet which will then be logged into SIMs – our school information management system. The office team are responsible for the upkeep of the daily registers in SIMS. The Headteacher and Deputy Headteacher are able to complete this if the office staff are absent.

Hassocks Infant School and social workers will agree with parents/carers whether children in need should be attending school – Hassocks Infant School will then follow up on any pupil that they were expecting to attend, who does not.

For any vulnerable child who is due to attend but subsequently does not attend on any day, the following procedures will be undertaken:

1. The member of staff leading on reporting the attendance sheets will communicate with the DSL to inform them if a child, who was expected to attend, has not arrived by 9.15am.
2. Following this, the DSL will make a call to the family and any professionals involved with the child e.g. social worker, family support workers, therapists to assess the situation.

3. *The DSL will make an assessment with the other professionals as to whether it is deemed safe for the child(ren) to remain at home.*
4. *In communication with social services and/or other professionals' arrangements for home visits and regular communication with the family will be organised.*
5. *The above will be logged on CPOMs.*
6. *The above steps will be carried out each day as necessary.*

To support the above, Hassocks Infant School will, when communicating with parents/carers and carers, 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, Hassocks Infant School will notify their social worker.

The DfE guidance on attendance, access, registration and coding will continue to be reviewed throughout this period and Hassocks Infant School will follow the latest national and local guidance at all points. Any enquiries that we have will be addressed to Pupil Entitlement Investigation on: Email - PEI@westsussex.gov.uk Tel - 0330 222 8200.

14. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding and Child Protection Policy, this includes making a report via CPOMS*, which can be done remotely. All staff have received training on CPOMS.

In the unlikely event that a member of staff cannot access CPOMS from home, they should call the DSL or in their absence, a DDSL. All staff have been emailed paper copies of the cause for concern forms should they need to make notes. Staff have been asked to store these securely to handover to the DSL. 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. 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 about the Headteacher should be directed to the Chair of Governors: Liz Burrows.

15. Online safety in schools and away from school

Hassocks Infant School will continue to provide a safe environment, including online. This includes the use of an online filtering system. 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 Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Where students are using computers in school, appropriate supervision will be in place.

The senior leadership team have access to all class email accounts and reserve the right to monitor these for the purpose of safeguarding our children and families. No member of staff should use a personal email address to send school-related emails.

For information regarding the safe use of social media, our social media policy should be read.

When staff at Hassocks Infant School engage with learning online, they should follow the principles as set out the staff code of conduct and home/school agreement. This should be read in conjunction with the school's social media policy. For those children who remain at home, the school will engage in some Zoom virtual class sessions. An agreement around the acceptable use of virtual lessons will be created and disseminated to staff and families using the following guidance from the following services:

- SWGfL – Safe, Secure, Online
- UK Safer Internet Centre
- Safer Recruitment Consortium

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only;
- 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 the background should be blurred;
- The live class should be recorded so that if any issues were to arise, the video can be reviewed;
- 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;
- Staff must only use platforms specified by senior managers and approved by our IT network manager / provider to communicate with pupils;
- Staff should record, the length, time, date and attendance of any sessions held.

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

All updated and ongoing guidance from the DfE and Local Authority on these matters will be followed.

When children are being asked to work online, clear reporting routes will be shared so they can raise any concerns whilst online. Children and parents will also be signposted to age appropriate practical resources from the likes of:

- [Childline](#)
- [UK Safer Internet Centre](#)
- [CEOP](#)

Communication with families will continuously be used to reinforce the importance of children being safe online. Parents and carers will be made 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 their child is going to be interacting with online.

Information and guidance will be shared with parents and carers of where they can get support around online safety will be shared on our school website and social media pages.

16. Mental Health

At Hassocks Infant School we recognise that a number of our children and families may have experienced negative experience at this time which may have affected their mental health. As a school we understand that we have an important role to play in supporting the mental health and wellbeing of our children and families.

As stated in KCSIE we understand we have a statutory duty to promote the welfare of our children. We appreciate that early intervention to identify issues and provide effective support is crucial and recognise our role within this as follows:

- **Prevention:** we will strive to create a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos;
- **Identification:** recognising emerging issues as early and accurately as possible;
- **Early support:** helping pupils and families to access early support and interventions;
- **Access to specialist support:** working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

Support for mental wellbeing is part of our consistent whole school approach and we strive to support this in the following ways:

- By providing a structured school environment with clear expectations of behaviour taking into account an individualised graduated response when the behavioural issues might be a result of educational, mental health, other needs or vulnerabilities;
- Effectively using SEN and pupil premium resources to provide support for children with mental health difficulties where appropriate;
- Training staff will on ways to support mental wellbeing (You Space training);
- Providing staff to understand how to recognise possible health problems and how to report these;
- Having a curriculum that focus' heavily on Personal, Social, Health and Emotional development;
- Use the graduated response process (assess – plan – do – review) to put support in place and use identification and measurement tools such as the Strengths and Difficulties Questionnaire (SDQ) and Boxall Profile, which can support this process.

The following policies and documents should be read to further understand how the school supports and promotes mental wellbeing:

- PSHE and Relationships policy;
- Behaviour policy including our behaviour annex during COVID-19;
- Mental Health and Wellbeing school response document;
- SEND 0-25 years Code of Practice 2015.

Hassocks Infant School will use the following document from the DfE as guidance when implementing support to promote mental health and positive behaviours in schools:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf

17. Peer on Peer

Hassocks Infant School recognises 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 our Child Protection 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 CPOMS and appropriate referrals made.

18. Support from the Local Authority

The WSCC Safeguarding in Education Team will provide support and guidance as appropriate to enable the DSL to carry out their role effectively.

The SiE team will also provide guidance and resources as appropriate to support schools with all areas of safeguarding.

Phone - 0330 222 4030

Email - safeguarding.education@westsussex.gov.uk

<https://secure2.sla-online.co.uk/v3/Resources/Page/13966>