

Annex 1



**COVID-19 school closure arrangements for
Safeguarding and Child Protection at Geoffrey
Field Junior School - January 2021**

1. Context	3
2. Key contacts.....	3
3. Key contacts within the Local Authority.....	4
4. Vulnerable children	7
5. Attendance monitoring	8
6. Designated Safeguarding Lead	8
6. Reporting a concern	9
7. Safeguarding Training and induction	9
8. Safer recruitment/volunteers and movement of staff	10
9. Online safety in school	12
10. Children and online safety away from school	12
11. Supporting children not in school	12
12. Mental health.....	14
13. Peer on Peer Abuse	15
14. Supporting children in school	15
15. Key documents.....	16

1. Context

Following the Prime Minister's announcement on the 4th January 2021, only children of critical workers and vulnerable children should attend school. All other pupils will receive remote education with virtual lessons and live streaming. In a few cases, work packs will be provided for those children with exceptional special needs who are not able to access remote learning.

See

www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schoolscolleges-and-local-authorities-on-maintaining-educational-provision for further guidance on pupils who are considered vulnerable and whose parents are considered to be critical workers.

This addendum of Geoffrey Field's Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

Key contacts:

Geoffrey Field Junior School

Designated Safeguarding Headteacher: Shelly Hancock

Contact: head@geoffreyfield-jun.reading.sch.uk

Designated Safeguarding Lead: Diana Choudhry

Contact: senco@geoffreyfield-jun.reading.sch.uk

Deputy Safeguarding Officers:

Deputy Head: Dave Marks

Contact: deputy@geoffreyfield-jun.reading.sch.uk

Family Worker: Dawn Burton

Contact: dburton@geoffreyfield-jun.reading.sch.uk

Safeguarding Governor: Louise Chivers

Contact: lchivers@geoffreyfield-jun.reading.sch.uk

Key Contacts within the Local Authority

Pan Berkshire Safeguarding Procedures: <http://berks.proceduresonline.com/>

	Name	Address	Telephone contact	Email
Children's Single Point of Access	Duty Social worker	Brighter Futures for Children, Civic Offices, Reading, RG1 2LU	0118 937 3641 Emergency Duty Team (outside of office hours) Tel: 01344 786543 Fax: 01344 786535	cspoa@brighterfuturesforchildren.org
Prevent Officer Thames Valley Police	Prevent Officer	Reading Police Station Castle Street Reading RG1 7TH	07788 307 178	Preventreferrals@thamesvalley.pnn.police.uk

Community Safety Partnership	Anthony Brain	Reading Borough Council, Civic Offices, Reading, RG1 2LU	0118 937 3179	Anthony.brain@reading.gov.uk
Service Manager for Early Help and Prevention (including early years)	Coriene Dishington	Brighter Futures for Children, Civic Offices, Reading, RG1 2LU	0118 937 6012	Corinne.dishington@brighterfuturesforchildren.org
Education Welfare Service	Shirley Moneanu	Brighter Futures for Children, The Avenue Centre, Tilehurst, Reading	0118 937 6554	Shirley.moneanu@brighterfuturesforchildren.org
Local Authority Designated Officer	Jeremy Curtis	Brighter Futures for Children, Civic Offices, Reading, RG1 2LU	07841 253871 0118 937 3555	Jeremy.curtis@brighterfuturesforchildren.org

Virtual School Headteacher - CLA	Clare Houlton	Brighter Futures for Children, The Avenue Centre, Tilehurst, Reading	07803 760667 0118 937 3504	Clare.houlton@brighterfuturesforchildren.org
Virtual School Headteacher – Pupil and School Support	Gill Dunlop	Brighter Futures for Children, Civic Offices, Reading, RG1 2LU	0118 937 4147	Gill.dunlop@brighterfuturesforchildren.org
Safeguarding and Children Missing Education Officer (including exclusions)	Fiona Hostler	Brighter Futures for Children, Civic Offices, Reading, RG1 2LU	0118 937 4336 07811 422419	Fiona.hostler@brighterfuturesforchildren.org

Vulnerable children

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

These children will be offered a place in school in order that their needs can be met. If a

parent/carer declines the place offered, we will provide support as follows:

- a) Weekly/twice weekly welfare calls to the family by the Family Worker or SENCO which will also include a check on work completion and the children will be spoken to on each occasion
- b) access to tasks via work packs or online lessons, including remotely; whichever is deemed more suitable to meet the child's needs.

Eligibility for free school meals in and of itself should not be the determining factor in assessing vulnerability.

The Designated Safeguarding Leads, know who our most vulnerable children are. We have the flexibility to offer a place to those on the edge of receiving children's social care support.

Geoffrey Field Junior 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 children looked-after and post children looked after.

The lead person for this will be Diana Choudhry.

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 school will explore the reasons for this directly with the parent. The social worker will be asked to identify children that they would prefer to be in school rather than at home. The school will ask the social worker to notify the school of any concerns they have identified from their remote contact with families.

Where parents are concerned about the risk of the child contracting COVID19, school or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

GFJS will support our vulnerable children and young people to attend school, either physically on site or through remote learning.

Attendance monitoring

Where parents decline a vulnerable pupil place at school, attendance at live lessons will be monitored daily and work completion of other work on line monitored weekly. Parents will be contacted any day that their child does not attend a live lesson and/or weekly if completion of independent remote work is nil or is poor.

Where attendance or work completion is a concern and the school has not been able to make contact with a parent, despite multiple attempts within a week, a referral will be made to the EWO team. The Pastoral/Family worker will make the referral on the instruction of the head, deputy or Senco.

GFJS and social workers will agree with parents/carers whether vulnerable children should be attending school. School will then follow up on any pupil that they were expecting to attend, who does not. School will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend (eg., breakfast club).

To support the above, the school will, when communicating with parents/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, school will notify their social worker.

Designated Safeguarding Lead

It is important that all school staff and volunteers have access to a trained DSL. The optimal scenario is to have a trained DSL available on site. Where this is not the case (eg., the DSLs are all at home self-isolating) a trained DSL will be available to be contacted via phone or online video. Where a trained DSL is not on site, in addition to the above, a senior leader will assume responsibility for coordinating safeguarding on site. This will include liaising with the offsite DSL 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.

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

Reporting a concern

Staff should raise any concerns with the DSL directly and immediately that they have a concern; this includes if a concern arises when pupils are accessing remote lessons. Staff working remotely at home should call (rather than email) a DSL if they have a concern. The DSL will complete the raising a concern form (the blue form) and follow existing school procedures for dealing with this concern.

DSLs will continue to report concerns to the Children's Single Point of Access in the usual way.

During office hours call **01635 503190**

Out of office hours, Emergency Duty Team Tel: **01344 786543**

Where staff are concerned about an adult working with children in the school, they should follow procedures as outlined in the Child Protection Policy. They must notify Headteacher 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:
NAME: Katia Major

Safeguarding Training and induction

Face to face DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL who has been trained will continue to be classed as a trained DSL even if they miss their refresher training. They will attend remote refresher training if this is available.

All existing school staff have had safeguarding training, including an annual refresher and are kept up to date with changes to the Keeping Children Safe in Education Document. The DSLs will communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter school, they will continue to be provided with a safeguarding induction.

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

Upon arrival, they will be given a copy of the Child Protection Policy, confirmation of local processes and confirmation of DSL arrangements.

Safer recruitment/volunteers and movement of staff

It remains essential that people who are unsuitable are not allowed to enter the school or gain access to children. When recruiting new staff, school will continue to follow the relevant safer recruitment processes, 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.

Where 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.

DBS and photo ID must continue be checked by the the School Business Manager or Office Manager for any contractor that is needing to access the building or grounds during the school day. Any person without DBS clearance, must be accompanied on site at all times.

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.

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

Regarding members of the school 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 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. Schools must continue to follow their 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.

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, GFJS 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

It is essential that the safe environment GFJS provides to children in school is replicated on any online platform the school uses.

Where students are using computers in school, the school's filtering system along with adequate adult supervision will ensure that pupils are only accessing material that is suitable and beneficial for their learning.

Where pupils have been identified as having no or insufficient access to technology at home, the school can in some circumstances provide devices to allow all pupils to access learning remotely. On these devices, internet filtering will be managed through the schools network.

Should the school's IT technician become unwell and unable to maintain safe IT arrangement, his colleague, Ali Khan, will take over effective control of the school's online safety infrastructure.

Ali Khan, Pacific Infotech, 0203 137 6707

Children and online safety away from 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 Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police. This will be done via the DSL.

The online learning tools that are shared with pupils through virtual learning platforms, such as Google Classroom, are always vetted to ensure they're in line with data protection protocols laid out in the Data Protection Act (2018) and the General Data Protection Regulations (2016). Staff are asked to consult with a member of the GDPR team before installing or sharing a third party application with pupils so that a data protection impact assessment can be carried out.

GFJS learning platform is restricted to pupils and staff members through password-protected accounts. All communication between peers are monitored by the class teacher and occur in a group space, visible to all users. All staff set high expectations for online behaviour and report any inappropriate use of the online platform to their direct line manager or member of the DSL team.

The starting point for online teaching should be the same principles as set out in the school's Code of Conduct for staff. This policy, alongside the 'Acceptable Use of IT and the internet' policy, sets out clear and mandatory expectations for all staff members when communicating with pupils through any online platform, including the use of social media. The policy applies equally to any existing or new online and distance learning arrangements which are introduced.

Supporting children not in school

GFJS is committed to ensuring the safety and wellbeing of all its children.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, we will ensure that a robust communication plan is in place for that child.

Details of this plan will be recorded on CPOMS, as should a record of contact made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods will also be considered and recorded.

GFJS will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly (at least once a fortnight) and where concerns arise, the DSL will consider any referrals as appropriate.

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 we will signpost 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

The school will share safeguarding messages on its website and social media pages.

School is likely to be in regular contact with parents and carers. Those communications will be used to reinforce the importance of children being safe online. It will be 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 and in some cases individual tutors. In their communications with parents and carers, school will emphasise the importance of securing online support from a reputable organisation/individual who can provide evidence that they are safe and can be trusted to have access to children. 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

- [Childnet](#) – offers a toolkit to support parents/carers of children to start discussions about online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support.
- [Let's Talk About It](#) – advice for parents/carers to keep children safe from online radicalisation.
- [ParentZone](#) – experts in digital family life, providing support and information to parents, children and schools and working globally to help families to navigate the internet safely and confidently.

Mental health

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. GFJS recognises that school is a protective factor for children, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers will be aware of this in setting expectations of pupils' work where they are at home. The department is providing separate guidance on providing education remotely.

The Wellbeing section on the school's website has resources for pupils and advice and external agency contact details that parents may find useful during a further period of national lockdown.

The Pastoral/Family Worker will provide weekly video or phone advice surgeries for parents who are concerned about the mental wellbeing of their child, themselves or for families who may need additional help and advice during lockdown.

Routine can give children an increased feeling of safety in the context of uncertainty. Where pupils are required to remain at home, we have provided a weekly timetable for lessons, including daily physical activity. In addition each class has a weekly social event which those in school and at home can access via Zoom.

GFJS will ensure that where we care for children of critical workers and vulnerable children on site, we will ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS, where necessary.

Advice and resources can be found within the Brighter Futures for Children website: <https://brighterfuturesforchildren.org/coronavirus-covid-19-update/managing-your-wellbeing/>

Peer on Peer Abuse

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

Where school receives a report of peer on peer abuse, we will follow the principles as set out in part 5 of KCSIE and of those outlined within the 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 will be recorded on CPOMS and appropriate referrals made.

Supporting children in school

GFJS is committed to ensuring the safety and wellbeing of all its students.

GFJS 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.

GFJS 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.

GFJS 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. This will be bespoke to each child and recorded on CPOMS, where necessary.

Key Documents

Keeping Children Safe in Education (2020)

Children Act 1989

GFJS Safeguarding and Child Protection Policy

GFJS Code of Conduct for staff

GFJS Acceptable Use of IT and the internet policy

GFJS Covid-19 policy

DfE supplementary guidance on safeguarding children during the COVID-19 pandemic

Data Protection Act (2018) and the General Data Protection Regulations (2016)

www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision/guidance-for-schoolscolleges-and-local-authorities-on-maintaining-educational-provision