



ENSURING EXCELLENCE



TELFORD LANGLEY SCHOOL

Addendum: COVID-19 school arrangements for Safeguarding and Child Protection

COVID-19 school arrangements for Safeguarding and Child Protection - Document Status			
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Context

From 5th January 2021 parents were asked to support public health efforts by keeping their children at home, wherever possible, and for schools to remain open for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were also asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

Schools must continue to have regard to the statutory safeguarding guidance, keeping children safe in education. [Keeping children safe in education \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/90222/keeping-children-safe-in-education.pdf)

Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead (DSL)	Kevin Preece	01952 386700	Kevin.Preece@taw.org.uk
Deputy Designated Safeguarding Leads	Lucy Evans	01952 386700	Lucy.Evans1@taw.org.uk
Headteacher/Principal	Steve Carter	01952 386700	Info@telfordlangleschool.co.uk
Chair of Governors/Management Committee/Proprietor	Sami Mirza	01952 386700	Info@telfordlangleschool.co.uk

Identification of vulnerable children who do not attend during full opening or for the purposes of future full or partial closure.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. 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

[Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/children-of-critical-workers-and-vulnerable-children-who-can-access-schools-or-educational-settings)

Telford Langley School recognises that previously looked after children are a potentially vulnerable group who may not have a social worker and will consider the support and offer to this cohort of children. In particular families and friend's carers may need additional support. Some previously looked after children may still have significant emotional wellbeing needs linked to their journey into care. Education settings have a key role in supporting the stability of those children with special guardianship orders or in adoptive homes.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college 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. Many children and young people with EHC plans can safely remain at home.

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

Senior leaders, especially the Designated Safeguarding Lead 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.

Telford Langley 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. We will work with social workers to ensure that Personal Education Plans (PEPs) for Looked After Children are up to date with the current education offer that looked after children are accessing.

The DSL will continue to provide support to teachers and pastoral staff to ensure that contact is maintained with children (and families) who are not attending school.

Parents/carers of vulnerable children and young people are strongly encouraged to take up the place. If vulnerable children and young people do not attend Telford Langley 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 or young person's attendance would be appropriate.

Where a leave of absence to a vulnerable child or young person is granted school will speak to parents and carers, and social workers (where applicable) to explore the reasons for this and any concerns raised. The discussions will 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.

If, for any reason, we have to temporarily stop on-site provision on public health advice, we will 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.

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

We will encourage our vulnerable children and young people to attend a school, including remotely if needed. The DSL will continue to provide support to teachers and pastoral staff to ensure that contact is maintained with children (and families) who are not attending school.

Attendance

During this period of national lockdown, primary, secondary, alternative provision and special schools will remain open to vulnerable children and young people and the children of critical workers only. All other pupils should receive remote education. Pupils who are self-isolating should not attend school. Clinically extremely vulnerable pupils are also advised not to attend school.

We will continue to record attendance in the register. We 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 may authorise the absence during this national lockdown period.

All pupils who are not eligible to be in school will be marked as Code X. They are not attending because they are following public health advice. As 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 DfE 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.

Shielding advice is currently in place, and so all children still deemed clinically extremely vulnerable are advised not to attend school.

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

We 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.

Phone calls will be made to the parents/carers in these circumstances.

In all circumstances where a vulnerable child does not take up their place at school, or discontinues, the school DSL will notify their social worker.

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. Children with at least one parent or carer who is a critical worker can go to school or college if required, but parents and carers should keep their children at home if they can.

The full list can be found here:

[Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/children-of-critical-workers-and-vulnerable-children-who-can-access-schools-or-educational-settings)

This includes, but is not limited to, doctors, nurses, midwives, paramedics, social workers, care workers, and other frontline health and social care staff including volunteers; the support and specialist staff required to maintain the UK's health and social care sector; those working as part of the health and social care supply chain, including producers and distributors of medicines and medical and personal protective equipment.

Safeguarding and reporting of concerns

Where staff have a concern about a child, they should continue to follow the process outlined in our Safeguarding Policy.

Staff are reminded of the need to report and record 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 over the phone and followed up with an email to the head teacher to confirm the discussion.

Concerns around the Headteacher should be directed to the Chair of the School Standards Committee, Sami Mirza.

Schools must continue to have regard to the statutory safeguarding guidance, keeping children safe in education.

It is important that all staff working in the school are aware of this revised policy addendum.

There should be no change to local multi-agency safeguarding arrangements, which remain the responsibility of the three safeguarding partners (local authorities, clinical commissioning groups and chief officers of police). We expect all local safeguarding partners to be vigilant and responsive to all safeguarding threats and ensure vulnerable children and young persons are safe – particularly as more children and young people will be learning remotely.

Designated Safeguarding Lead

Telford Langley School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Kevin Preece

The Deputy Designated Safeguarding Lead is: Lucy Evans

Telford Langley School should have a trained DSL (or deputy) available on site each day. However, it is recognised that there may be operational challenges to ensuring this. If having a trained DSL is not possible then a trained DSL (or deputy) from the school can be available to be contacted via phone or online video, for example working from home.

Where a trained DSL (or deputy) is not on site a senior leader will take responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to child protection online systems 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.

The DSL will ensure all relevant safeguarding and welfare information held on children remains accurate, and complete. If a child from our school attends another setting, we will do what we can reasonably to provide the receiving institution with relevant welfare and child protection information.

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

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

Safeguarding Training and Induction

All existing school staff at Telford Langley School have had safeguarding training and have read part 1 and those working with children have read 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.

Where new staff are recruited, or new volunteers enter Telford Langley 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 consider the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current school 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
- that the member of staff has received appropriate safeguarding training.

Upon arrival, they will be given a copy of our 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 children's workforce or gain access to children. When recruiting new staff, we 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 (2020) (KCSIE). We will comply with our legal duties regarding pre-appointment including having regard to part three of the statutory safeguarding guidance keeping children safe in education.

Where we are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE (2020). Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

We 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.

We will also 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

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective we are aware, on any given day, which staff/volunteers will be in school, 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.

Volunteers

Volunteers may be used to support the work of the school, as would usually be the case. It is important that they are properly supported and given appropriate roles. Where we use volunteers, we will continue to follow the checking and risk assessment process as set out in the volunteer section in part 3 of keeping children safe in education.

Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity. Mixing of volunteers across groups should be kept to a minimum, and they should remain 2 metres from pupils and staff where possible.

Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information).

Supervision must be:

- by a person who is in regulated activity.
- regular and day to day; and
- reasonable in all the circumstances to ensure the protection of children.

Online safety

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

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.

Online teaching should follow the same principles as set out in the online teaching and learning policy and all live lessons must be recorded.

We will ensure that the use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Our online learning expectations can be found below:

[Online learning expectations](#)

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

We will use these resources to support parents and carers to keep their children safe online:

- [Thinkuknow](#) provides advice from the National Crime Agency (NCA) on staying safe online
- [Parent info](#) is a collaboration between Parentzone and the NCA providing support and guidance for parents from leading experts and organisations
- [Childnet](#) offers a toolkit to support parents and carers of children of any age to start discussions about their online life, to set boundaries around online behaviour and technology use, and to find out where to get more help and support
- [Internet matters](#) provides age-specific online safety checklists, guides on how to set parental controls on a range of devices, and a host of practical tips to help children get the most out of their digital world
- [London Grid for Learning](#) has support for parents and carers to keep their children safe online, including tips to keep primary aged children safe online
- [Net-aware](#) has support for parents and carers from the NSPCC, including a guide to social networks, apps and games
- [Let's Talk About It](#) has advice for parents and carers to keep children safe from online radicalisation
- [UK Safer Internet Centre](#) has tips, advice, guides and other resources to help keep children safe online, including parental controls offered by home internet providers and safety tools on social networks and other online services

Telford Langley School will encourage children, parents and staff to report concerns about harmful or upsetting content and bullying or abuse online. We will encourage concerns to be reported to the DSL at the school. However, we will also make the following reporting mechanisms available to children, parents and staff:

- reporting harmful online content to the [UK Safer Internet Centre](#)
- getting government advice and trusted resources from [Educate Against Hate](#) on safeguarding from radicalisation, building resilience to extremism, and promoting shared values
- get advice on reporting online abuse from the National Crime Agency's [Child Exploitation and Online Protection command](#)
- get advice and support from [Anti-Bullying Alliance](#) for children who are being bullied.

If any member of our school community would like to report a bullying issue, please email Langleypastoralsupport@taw.org.uk.

We understand we can access the free [Professionals Online Safety Helpline](#) which supports the online safeguarding of both children and professionals. Call 0344 381

4772 or email helpline@saferinternet.org.uk. The helpline is open from Monday to Friday from 10am to 4pm.

When communicating online with parents and pupils, we will endeavor to:

- communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)
- communicate through the channels approved by the senior leadership team
- use school email accounts (not personal ones)
- use school devices over personal devices wherever possible
- advise teachers not to share personal information.

Supporting children not in school

Telford Langley School is committed to ensuring the safety and wellbeing of all their Children and Young people.

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 or young person.

The school DSL 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. We will share safeguarding messages on its website and social media pages and via email.

We recognise that school is a protective factor for children and young people, and that the current circumstances, can affect the mental health of pupils and their parents/carers. All school staff are aware of this in setting expectations of pupils' work where they are at home.

Supporting children in school

We are committed to ensuring the safety and wellbeing of all its pupils. Our pupils will continue to have a safe space for all children to attend and flourish. Our Governors and Head Teacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

We 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. We will ensure that where we care for children of critical workers , vulnerable children and returning pupils on site, we ensure appropriate support is in place for them.

We will ensure that where we care for children of critical workers and vulnerable children on site, appropriate support will be in place for them.

Mental Health

We are aware of the impact of the negative experiences and distressing life events on the mental health of children, parents and staff. We will, as we always have, ensure there is appropriate support and signposting to relevant support agencies in place, and also supporting those children who continue to work from home

Pupils may be experiencing a variety of emotions in response to the coronavirus (COVID19) 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.

School will also provide more focused pastoral support where issues are identified that individual pupils may need help with, drawing on external support where necessary and possible. We will also consider support needs of particular groups they are already aware need additional help (for example, children in need.)

Parents and pupils are aware they can contact the email address below if they have a new concern about mental health and wellbeing.

Langleypastoralsupport@taw.org.uk

We will consider the provision of pastoral and extra-curricular activities to all pupils, including those learning at home (for example through online activities and assemblies), designed to:

- Support social engagement and maintaining friendships
- Address and equip pupils to respond to issues linked to coronavirus (COVID-19)
- Support pupils with approaches to improving their physical and mental wellbeing

We will continue to work with the school nursing services to support the health and wellbeing of their pupils; school nursing services are continuing to offer support to pupils in school and working remotely– school nurses as leaders of the healthy child programme can offer a range of support including:

- support for resilience, mental health and wellbeing including anxiety, bereavement and sleep issues
- support for pupils with additional and complex health needs

- supporting vulnerable children and keeping children safe school and school nurses will work together to ensure delivery of the healthy child programme (which includes immunisation), identifying health and wellbeing needs.

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 we receive 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 school Child Protection Policy. Our school will listen and work with the young person, parents/carers and any multiagency partner required to ensure the safety and security of that young person.

Concerns and actions will be recorded and appropriate referrals made.

Prevent

During full opening our Child Protection & Safeguarding Policy details our procedures under the Prevent duty.

Prevent remains a vital part of our work to help safeguard children from radicalising influences. We will follow published information on [prevent management support for schools and colleges](#).

Any concerns that a child is being drawn into radicalisation and subject to extremist views must be reported to the DSL (or deputy) without delay. They will follow the local processes as set out in the Telford & Wrekin Council Prevent Pathway.