



Neatishead & Salhouse Federation Primary Schools

WHOLE SCHOOL POLICY FOR SAFEGUARDING INCORPORATING CHILD PROTECTION

*Our schools aim to be happy and safe places where everyone shares a love of learning.
Our Christian core values of respect, responsibility, courage, trust, perseverance and
compassion underpin all we do.*

'Soar on Wings'

Summary of changes – June 2020:

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

Section	Changes
Throughout	All references to 'Keeping Children Safe in Education' (2019) have been removed and replaced with reference to 'Keeping Children Safe in Education' (2020).
1.1	Amended to include mental and physical health.
2.4	Reference to Relationship Education, Relationships and Sex Education and Health Education added.
2.5	Link added to guidance about the Norfolk Safeguarding Children Partnership
3.13	Inserted information about the role of DSLs to work with staff in promoting the educational outcomes of children with a social worker.
6.1	Amendments made to reflect the additional detail and staff knowledge related to extra-familial harms taking a variety of different forms and children can be vulnerable to multiple harms
6.4 - 6.6	Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE): County Lines amendments made to ensure staff are clear of the interconnectivity between CSE and CCE.
6.17- 6.19	New section: Added to reflect the changes related to safeguarding and mental health
12.2	Information added to highlight transferrable risk from behaviours that may happen outside of school.
12.6	New paragraph added to reflect the role of schools in the management of allegations against supply staff. Subsequent numbering altered.
Section 14	Added the following links to guidance documents: <ul style="list-style-type: none"> • Child sexual exploitation: guide for practitioners, DfE (February 2017) • Mental Health and Behaviour in Schools, DfE (November 2018) • Data protection: toolkit for schools, DfE (September 2018)
25 th March 2021	Guidance updated – Appendix 5

Formally adopted by the Governing Board	
On:-	23/09/2020
Chair of Governors	J Gay
Date for review:-	September 2021
Responsibility	Full Governing Body
Updated guidance (Appendix 5)	25/03/2021

**Our school is the secure base from which we ‘soar on wings’ to realise our ambitions.
Through valuing one another and the world in which we live, we flourish.
Through providing rich opportunities, we can imagine fulfilling futures.
Through a shared love of learning, we transform lives.**

Policy Consultation & Review

This policy is available on our school website and is available on request from the school office. We also inform parents and carers about this policy when their children join our school and through our school newsletter.

We recognise the expertise our staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis and we therefore invite staff to contribute to and shape this policy and associated safeguarding arrangements.

The policy is provided to all staff at induction alongside our Staff Code of Conduct, behaviour policy and the safeguarding response to those pupils who are missing from education. In addition, all staff are provided with Part One of the statutory guidance ['Keeping Children Safe in Education'](#), DfE (2020).

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1. PURPOSE & AIMS

1.1 The purpose of Neatishead, Salhouse and Fleggburgh Federation safeguarding policy is to ensure every child who is a registered pupil at our school is safe and protected from harm. This means we will always work to:

- Protect children and young people at our school from maltreatment;
- Prevent impairment of our children's and young people's mental and physical health or development;
- Ensure that children and young people at our school grow up in circumstances consistent with the provision of safe and effective care;
- Undertake that role so as to enable children and young people at our school to have the best outcomes.

1.2 This policy will give clear direction to all staff including supply staff, volunteers, visitors and parents about expected behaviour and our legal responsibility to safeguard and promote the welfare of all children at our school.

1.3 Our school fully recognises the contribution it can make to protect children from harm and supporting and promoting the welfare of all children who are registered pupils at our school. The elements of our policy are prevention, protection and support.

1.4 We recognise that our safeguarding responsibilities are clearly linked to our responsibilities for ensuring that appropriate safeguarding responses are in place for children who are absent from school or who go missing from education, particularly on repeat occasions. The Attendance Lead will regularly liaise with the Designated Safeguarding Lead to discuss all persistently absent pupils and those who go missing to identify the risk of abuse and neglect including sexual abuse or

exploitation and to ensure that appropriate safeguarding responses have been put in place to reduce the risk of future harm.

1.5 This policy applies to all pupils, staff, parents, governors, volunteers and visitors.

2. OUR ETHOS

2.1 The child's welfare is of paramount importance. Our school will establish and maintain an ethos where pupils feel secure, are encouraged to talk, are listened to and are safe. Children at our school will be able to talk freely to any member of staff at our school if they are worried or concerned about something.

2.2 Everyone who comes into contact with children and their families has a role to play in safeguarding children. We recognise that staff at our school play a particularly important role as they are in a position to identify concerns early and provide help for children to prevent concerns from escalating. **All staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.** When concerned about the welfare of a child, staff members must always act in the **best interests** of the child.

2.3 All staff and regular visitors will, through training and induction, know how to recognise indicators of concern, how to respond to a disclosure from a child and how to record and report this information. We will not make promises to any child and we will not keep secrets. Every child will know what the adult will have to do with any information they have chosen to disclose.

2.4 Throughout our curriculum we will provide activities and opportunities for children to develop the skills they need to identify risks and stay safe. It will include covering relevant issues through Relationship Education, Relationships and Sex Education and Health Education. This will also be extended to include material that will encourage our children to develop essential life skills. Teaching pupils about how to stay safe and behave online, including identifying risks and how and when to seek support is crucial. Further information can be found in the DfE guidance ['Teaching online safety in school.'](#)

2.5 At all times we will work in partnership and endeavour to establish effective working relationships with parents, carers and colleagues from other agencies in line with [Working Together to Safeguard Children](#) (2018) and the [Norfolk Multi Agency Safeguarding Partnership arrangements](#).

2.6 As part of our responsibilities for safeguarding and promoting the welfare of children, we will provide a co-ordinated offer of early help when additional needs of children are identified. These may include if a child:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;

- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

3. ROLES AND RESPONSIBILITIES

Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Julie Church	01692 630241 - N 01603 720402 – S 01493 369283 - F
Deputy DSL	Neatishead Tony Murphy Laura Davies Salhouse Angela Feeley Fleggburgh Ingrid Rounce Gemma Yasin	01692 630241 01603 720402 01493 369283
Fledglings – Salhouse Safeguarding Lead Practitioner (SLP)	Lisa Phillimore	01603 720402
Fledglings Deputy SLP	Tracy Chambers	01603 720402
Headteacher	Julie Church	01692 630241 - N 01603 720402 - S
Named Safeguarding Governor	Jane Gay	01603 720576
Chair of Governors	Jane Gay	01603 720 576

3.1 It is the responsibility of every member of staff, volunteer and regular visitor to our school to ensure that they carry out the requirements of this policy and, at all times, work in a way that will safeguard and promote the welfare of all of the pupils at this school. This includes the responsibility to provide a safe environment in which children can learn.

The Governing Body

3.2 The Governing Body of Neatishead, Salhouse and Fleggburgh Federation is accountable for ensuring the effectiveness of this policy and our compliance with it. Although our Governing Body takes collective responsibility to safeguard and promote the welfare of our pupils, we also have a named governor who champions safeguarding within the school.

3.3 The Governing Body will ensure that:

- The safeguarding policy is in place and is reviewed annually, is available publicly via our school website and has been written in line with Local Authority guidance and the requirements of the Norfolk Safeguarding Children Partnership policies and procedures;
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2018);
- A senior member of staff from leadership team is designated to take the lead responsibility for safeguarding and child protection and that there is at least one deputy DSL(s) who is appropriately trained member to deal with any issues in the absence of the Designated Safeguarding Lead (DSL). There will always be cover for this role. The role will be evidenced explicitly in the role holder's job description.
- All staff receive a safeguarding induction and are provided with a copy of this policy, the staff code of conduct, the behaviour policy and the school's safeguarding response for those pupils who go missing from education as detailed section 6 of this policy.
- All staff undertake appropriate child protection training that is updated annually and on-line safety training;
- Procedures are in place for dealing with allegations against members of staff and volunteers in line with statutory guidance;
- Safer recruitment practices are followed in accordance with the requirements of ['Keeping Children Safe in Education'](#) DfE (2020);

This policy includes detailed information on the procedures and processes to follow regarding peer on peer abuse, the recognition of it and the different forms it may take.

- They remedy without delay any weakness in regard to our safeguarding arrangements that are brought to their attention.

3.4 The governing body will receive a safeguarding report at each meeting that will record the training that has taken place, the number of staff attending and any outstanding training requirements for the school. It will also record all safeguarding activity that has taken place, for example, meetings attended, reports written, training or induction given. It will not identify individual pupils.

The Headteacher

3.5 At Neatishead, Salhouse and Fleggburgh Federation the Headteacher is responsible for:

- Identifying a senior member of staff from leadership team to be the Designated Safeguarding Lead (DSL);
- Identifying alternate members of staff to act as the Designated Safeguarding Lead (DSL) in his/her absence to ensure there is always cover for the role;

- Ensuring that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff;
- Ensuring that all staff and volunteers feel able to raise concerns about poor or unsafe practice and such concerns are addressed sensitively in accordance with agreed whistle-blowing procedures;
- Liaise with the LADO in the event of an allegation of abuse being made against a member of staff or volunteer.

The Designated Safeguarding Lead (DSL)

3.6 The Designated Safeguarding Lead is a senior member of staff, from the leadership team who takes lead responsibility for safeguarding and child protection within our school. The DSL will carry out their role in accordance with the responsibilities outlined in Annex B of [‘Keeping Children Safe in Education’](#).

3.7 The DSL will provide advice and support to other staff on child welfare and child protection matters. Any concern for a child’s safety or welfare will be recorded in writing and given to the DSL.

3.8 During term time the designated safeguarding lead and or a deputy will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. If in *exceptional* circumstances, a DSL is not available on the school site in person, we will ensure that they are available via telephone and/or any other relevant media.

3.9 The DSL at Neatishead, Salhouse and Fleggburgh Federation will represent our school at child protection conferences and core group meetings. Through appropriate training, knowledge and experience our DSL will liaise with Children’s Services and other agencies where necessary, and make referrals of suspected abuse to Children’s Services, take part in strategy discussions and other interagency meetings and contribute to the assessment of children.

3.10 The DSL will maintain written records and child protection files ensuring that they are kept confidential and stored securely.

3.11 The DSL is responsible for ensuring that all staff members and volunteers are aware of our policy and the procedure they need to follow. They will ensure that all staff, volunteers and regular visitors have received appropriate child protection information during induction and have been trained within the school to the agreed school’s [safeguarding training pack](#) provided by Children’s Services.

3.12 The DSL will obtain details of the Local Authority Personal Advisor appointed to guide and support a child who is a care leaver.

3.13 We recognise that a child’s experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health. The DSL will use the information that they hold about children with a social worker to make decisions in the best interests of the child’s safety, welfare and help promote educational outcomes. The DSL will ensure that staff, know who these children are, understand

their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

4. TRAINING & INDUCTION

4.1 When new staff join our school they will be informed of the safeguarding arrangements in place. They will be given a copy of our school's safeguarding policy along with the staff code of conduct, Part one and Annex A of '*Keeping Children Safe in Education*' and told who our Designated Safeguarding Lead (DSL) and Deputy DSLs are. They will also receive a copy of the behaviour policy and the school's response to children who go missing from education – this information is included in section 6 of this policy. All staff are expected to read these key documents. They will also be provided with the safeguarding recording form, given information on how to complete it and who to pass it to.

4.2 Every new member of staff or volunteer will receive safeguarding training during their induction period and ongoing training. This programme will include information relating to signs and symptoms of abuse, how to manage a disclosure from a child, how to record, the processes for referral to Children's Services and the statutory assessments under Section 17 and Section 47 as well as the remit of the role of the Designated Safeguarding Lead (DSL). The training will also include information about whistle-blowing in respect of concerns about another adult's behaviour and suitability to work with children. Staff will also receive on-line safety training as this is part of the overarching safeguarding approach of our school.

4.3 In addition to the safeguarding induction, we will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part one of '*Keeping Children Safe in Education*'. In order to achieve this, we will ensure that:

- all members of staff will undertake appropriate safeguarding training on an annual basis and we will evaluate the impact of this training;
- all staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively;

4.4 All regular visitors, temporary staff and volunteers to our school will be given a set of our safeguarding procedures; they will be informed of whom our DSL and alternate staff members are and what the recording and reporting system is. (See Appendix 2).

4.5 The DSL, the alternate designated member(s) of staff and any other senior member of staff who may be in a position of making referrals or attending child protection conferences or core groups will attend one of the multi-agency training courses organised by Norfolk Safeguarding Children's Partnership at least once every three years. The DSL and alternate will attend Designated Safeguarding Lead (DSL) training provided by the Local Authority every two years. In addition to formal training, DSL will ensure that they update their knowledge and skills at regular

intervals, but at least annually, to keep up with any developments relevant to their role.

4.6 Our governing body will also undertake appropriate training to ensure they are able to carry out their duty to safeguard all of the children at our school. Training for Governors to support them in their safeguarding role is available from [Norfolk Governor Services](#).

4.7 We actively encourage all of our staff to keep up to date with the most recent local and national safeguarding advice and guidance, Annex A of '*Keeping Children Safe in Education*' (2020) provides links to guidance on specific safeguarding issues such as Child Sexual Exploitation and Female Genital Mutilation. In addition, local guidance can be accessed via Norfolk Safeguarding Children Partnership and within the [Safeguarding Section](#) of the [Norfolk Schools website](#)..

5. PROCEDURES FOR MANAGING CONCERNS

5.1 Neatishead, Salhouse and Fleggburgh Federation School adheres to child protection procedures that have been agreed locally through the Norfolk Safeguarding Children Partnership. Where we identify children and families in need of support, we will carry out our responsibilities in accordance with [Norfolk Local Assessment Protocol](#) and the [Norfolk Threshold Guidance](#).

5.2 Every member of staff including volunteers working with children at our school are advised to maintain an attitude of '*it could happen here*' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child and have a responsibility to take action as outline in this policy.

5.3 All staff are encouraged to report any concerns that they have and not see these as insignificant. On occasions, a referral is justified by a single incident such as an injury or disclosure of abuse. More often however, concerns accumulate over a period of time and are evidenced by building up a picture of harm over time; this is particularly true in cases of emotional abuse and neglect. In these circumstances, it is crucial that staff record and pass on concerns in accordance with this policy immediately to allow the DSL to build up a picture and access support for the child at the earliest opportunity. A reliance on memory without accurate and contemporaneous records of concern could lead to a failure to protect.

5.4 It is *not* the responsibility of school staff to investigate welfare concerns or determine the truth of any disclosure or allegation. All staff, however, have a duty to recognise concerns and pass the information on in accordance with the procedures outlined in this policy.

5.5 The Designated Safeguarding Lead (DSL) should be used as a first point of contact for concerns and queries regarding any safeguarding concern in our school. Any member of staff or visitor to the school who receives a disclosure of abuse or suspects that a child is at risk of harm must report it immediately to the DSL or, if unavailable, to the alternate designated person. In the absence of either of the

above, the matter should be brought to the attention of the most senior member of staff.

5.6 All concerns about a child or young person should be reported without delay and recorded in writing using the agreed template (see Appendix 1).

5.7 Following receipt of any information raising concern, the DSL will consider what action to take and seek advice from the Norfolk Children's Advice & Duty Service (CADS) as required. All information and actions taken, including the reasons for any decisions made, will be fully documented.

5.8 All referrals will be made in line with Norfolk Children's Services procedures as outlined in Appendix 3.

5.9 If, at any point, there is a risk of immediate serious harm to a child a referral should be made to Norfolk CADS immediately. Anybody can make a referral in these circumstances. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration by raising concerns again with the DSL and/or the Headteacher. Concerns should always lead to help for the child at some point.

5.10 Staff should always follow the reporting procedures outlined in this policy in the first instance. However, they may also share information directly with Norfolk CADS, or the police if:

- the situation is an emergency and the designated senior person, their alternate and the Headteacher are all unavailable;
- they are convinced that a direct report is the only way to ensure the pupil's safety.

5.11 Any member of staff who does not feel that concerns about a child have been responded to appropriately and in accordance with the procedures outlined in this policy should raise their concerns with the Headteacher or the Chair of Governors. If any member of staff does not feel the situation has been addressed appropriately at this point should contact Norfolk CADS directly with their concerns.

6. Specific Safeguarding Issues

Contextual safeguarding

6.1 At Neatishead, Salhouse and Fleggburgh Federation we recognise that safeguarding incidents and/or behaviours can be associated with factors outside of the school environment and/or can occur between children outside of the school. This is known as contextual safeguarding. It is key that all school staff understand the definition of contextual safeguarding and consider whether children are at risk of abuse or exploitation in situations outside their families. Through training we will ensure that staff and volunteers are aware that extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. When reporting concerns, staff should include as much information and background

detail as possible so the DSL can make a referral with a holistic view of the child. This will allow any assessment to consider all the available evidence and the full context of any abuse.

6.2 We recognise that children with special educational needs and/or disabilities (SEND) can face additional safeguarding challenges and these are discussed in staff training. These additional barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

6.3 At Neatishead, Salhouse and Fleggburgh Federation we recognise that a previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together, and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE): County Lines

6.4 At Neatishead, Salhouse and Fleggburgh Federation we train staff to recognise that both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

6.5 At Neatishead, Salhouse and Fleggburgh Federation we recognise that Child Sexual Exploitation is a form of child sexual abuse and this imbalance of power coerces, manipulates or deceives a child or young person into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator. Child sexual exploitation does not always include physical contact, it can also occur through the use of technology.

6.6 At Neatishead, Salhouse and Fleggburgh Federation we understand that criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity. Drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. If a child is suspected to be at risk of or involved in county lines, a referral to the Children's Advice and Duty Service (CADS) will be made alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

So-called 'honour-based violence (including Female Genital Mutilation and Forced Marriage

6.7 At Neatishead, Salhouse and Fleggburgh Federation we recognise that our staff are well placed to identify concerns and take action to prevent children from becoming victims of Female Genital Mutilation (FGM) and other forms of so-called 'honour-based' violence (HBV) and provide guidance on these issues through our safeguarding training. If staff have a concern regarding a child that might be at risk of HBV, they should inform the DSL who will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

6.8 Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers. [Section 5B of the Female Genital Mutilation Act 2003](#) (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. We will provide guidance and support to our teachers on this requirement and further information on when and how to make a report can be found in the following Home Office guidance: [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (December 2015)

6.9 At Neatishead, Salhouse and Fleggburgh Federation we recognise that forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. The Forced Marriage Unit has [statutory guidance](#) and [Multi-agency guidelines](#) and can be contacted for advice or more information: Contact 020 7008 0151 or email fmufco.gov.uk

Preventing radicalisation and extremism

6.10 We recognise that safeguarding against radicalisation and extremism is no different to safeguarding against any other vulnerability in today's society. At Neatishead, Salhouse and Fleggburgh Federation, we will ensure that:

- Through training, staff, volunteers and governors have an understanding of what radicalisation and extremism is, why we need to be vigilant in school and how to respond when concerns arise.
- There are systems in place for keeping pupils safe from extremist material when accessing the internet in our school by using effective filtering and usage policies.
- The DSL has received Prevent training and will act as the point of contact within our school for any concerns relating to radicalisation and extremism.
- The DSL will make referrals in accordance with [Norfolk Channel procedures](#) and will represent our school at Channel meetings as required.
- Through our curriculum, we will promote the spiritual, moral, social and cultural development of pupils.

Peer on peer abuse

6.11 We recognise that children are also vulnerable to physical, sexual and emotional abuse by their peers or siblings. Abuse perpetrated by children can be just as harmful as that perpetrated by an adult, so it is important that all staff and volunteers to remember the impact on both the victim of the abuse as well as to focus on the support for the child or young person exhibiting the harmful behaviour. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same [safeguarding children procedures](#) will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to peer on peer abuse; it must never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

6.12 At Neatishead, Salhouse and Fleggburgh Federation all staff are trained so that they are aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- upskirting
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

6.13 All staff will understand that they should follow our safeguarding procedures for reporting a concern if they are worried about peer on peer abuse. The DSL will respond to any concerns related to peer on peer abuse in line with guidance outlined in Part five of 'Keeping Children Safe in Education' and '[Sexual violence and sexual harassment between children in schools and colleges](#)' (May 2018). We will ensure that all concerns, discussions and decisions reached are clearly recorded and any identified actions are followed up.

6.14 We will work with other agencies as required to respond to concerns about sexual violence and harassment. We will seek consultations where there are concerns or worries about developmentally inappropriate or harmful sexual behaviour from the Harmful Sexual Behaviour (HSB) Team as required so that we ensure we are offering the right support to the child(ren). Support will depend on the circumstances of each case and the needs of the child, it may include completion of risk assessments to support children to remain in school whilst safeguarding other children and the victim, delivery of early intervention in respect of HSB and/or referral to [The Harbour Centre Sexual Assault Referral Centre](#) (SARC) where a pupil discloses a rape, an attempted rape or a serious sexual assault whether this has happened recently or in the past. The assault does not have to have taken place in Norfolk but the victim must live in Norfolk to access support. The SARC also has a 24/7 helpline 01603 276381 if pupils or staff need to speak to a Crisis Worker for help & advice. Referral forms can be found on [The Harbour Centre website](#).

Safeguarding responses to children who go missing

6.15 At Neatishead, Salhouse and Fleggburgh Federation all staff should be aware of the safeguarding responsibilities for children who are missing education, particularly on repeat occasions, to help identify the risk of abuse and neglect,

including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.

6.16 At Neatishead, Salhouse and Fleggburgh Federation we adhere to the following procedures and processes to ensure there is an appropriate safeguarding response to children who missing:

- An attendance register is taken at the start of the first session of each school day and once during the second session;
- We make every effort to contact parents and carers and follow up with the emergency contacts held;
- We hold at least two emergency contact numbers for each of the pupils on our roll wherever possible.
- Staff will alert DSLs to any concerns raised regarding children who are absent from school;
- The DSLs will meet regularly with the Attendance Lead, SENCo and other members of the pastoral team to ensure that each response is thorough and takes into account all the relevant information about individual children;
- We will follow the procedures outlined in our attendance policy including undertaking first day calling and monitoring data to ensure we intervene early in cases of poor attendance and/or unexplained absences.
- When removing a child from roll at the standard and non-standard transition points, we will inform the Local Authority in accordance with statutory requirements and pass on all safeguarding files.

Mental Health

6.17 At Neatishead, Salhouse and Fleggburgh Federation all staff are made aware, through training, that 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 staff are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

6.18 We understand that where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Therefore, through training, staff are aware of how children's experiences, can impact on their mental health, behaviour and education. All staff are aware that if they have a mental health concern about a child that is *also* a safeguarding concern, they should take immediate action by passing the information on to a Designated Safeguarding Lead.

6.19 At Neatishead, Salhouse and Fleggburgh Federation we have clear systems and processes in place for identifying possible mental health problems and work with other agencies as required to respond to these concerns. Designated Safeguarding Leads make reference to the [Mental Health and Behaviour in Schools'](#) DfE guidance for further support.

7. RECORDS AND INFORMATION SHARING

7.1 If staff are concerned about the welfare or safety of any child at our school, they will record their concern on the agreed reporting form (Appendix 1). They should

ensure that the form is signed and dated. Any concerns should be passed to the DSL without delay.

7.2 Any information recorded will be kept in a separate named file, in a secure cabinet and not with the child's academic file. These files will be the responsibility of the DSL. Child protection information will only be shared within school on the basis of 'need to know in the child's interests' and on the understanding that it remains strictly confidential.

7.3 Child protection information will only be kept in the file and this file will be kept up to date. Records of concern, copies of referrals, invitations to child protection conferences, core groups and reports will be stored here. All our safeguarding files will include; a chronology, contents front cover and will record significant events in the child's life.

7.4 When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to the [Services to Home Educators Team](#) within Norfolk County Council.

8. WORKING WITH PARENTS & CARERS

8.1 Neatishead, Salhouse and Fleggburgh Federation is committed to working in partnership with parents/carers to safeguard and promote the welfare of children and to support them to understand our statutory responsibilities in this area.

8.2 When new pupils join our school, parents and carers will be informed that we have a safeguarding policy. A copy will be provided to parents on request and is available on the school website. Parents and carers will be informed of our legal duty to assist our colleagues in other agencies with child protection enquiries and what happens should we have cause to contact Norfolk Children's Advice & Duty Service.

8.3 We are committed to working with parents positively, openly and honestly. We ensure that all parents are treated with respect, dignity and courtesy. We respect parents' rights to privacy and confidentiality and will not share sensitive information unless we have permission, or it is necessary to do so in order to safeguard a child from harm.

8.4 We will seek to share with parents any concerns we may have about their child *unless* to do so may place a child at increased risk of harm. A lack of parental engagement or agreement regarding the concerns the school has about a child will not prevent the DSL making a referral to Norfolk CADS in those circumstances where it is appropriate to do so.

8.5 In order to keep children safe and provide appropriate care for them, the school requires parents to provide accurate and up to date information regarding:

- Full names and contact details of all adults with whom the child normally lives;

- Full names and contact details of all persons with parental responsibility (if different from above);
- Emergency contact details (if different from above);
- Full details of any other adult authorised by the parent to collect the child from school (if different from the above).

The School will retain this information on the pupil file. The school will only share information about pupils with adults who have parental responsibility for a pupil or where a parent has given permission and the school has been supplied with the adult's full details in writing.

8.6 At Neatishead, Salhouse and Fleggburgh Federation we are working in partnership with Norfolk Constabulary and Norfolk Children's Services to identify and provide appropriate support to pupils who have experienced domestic violence in their household; this scheme is called Operation Encompass. In order to achieve this, Norfolk Multi-Agency Safeguarding Hub will share police information of all domestic incidents where one of our pupils has been present with the Designated Safeguarding Lead(s). On receipt of any information, the Designated Safeguarding Lead will decide on the appropriate support the child requires, this could be silent or overt. All information sharing and resulting actions will be undertaken in accordance with the '[Norfolk Joint Agency Protocol for Domestic Abuse – Notifications to Schools](#)'. We will record this information and store this information in accordance with the record keeping procedures outlined in this policy.

9. CHILD PROTECTION CONFERENCES

9.1 Children's Services will convene a Child Protection conference once a child protection enquiry under Section 47 of the Children Act 1989 has been undertaken and the child is judged to be at continuing risk of significant harm. A review conference will take place once a child has been made the subject of a Child Protection Plan in order to monitor the safety of the child and the required reduction in risk.

9.2 Staff members may be asked to attend a child protection conference or core group meetings on behalf of the school in respect of individual children. Usually the person representing the school at these meetings will be the Headteacher or DSL. In any event, the person attending will need to have as much relevant up to date information about the child as possible; any member of staff may be required to contribute to this process.

9.3 All reports for child protection conferences will be prepared in advance using the [guidance](#) and [template report](#) provided by the Norfolk Safeguarding Children Partnership. The information contained in the report will be shared with parents before the conference as appropriate and will include information relating to the child's physical, emotional and intellectual development and the child's presentation at school. In order to complete such reports, all relevant information will be sought from staff working with the child in school.

9.4 Clearly child protection conferences can be upsetting for parents. We recognise that we are likely to have more contact with parents than other professionals involved. We will work in an open and honest way with any parent whose child has

been referred to Children's Services or whose child is subject to a child protection plan. Our responsibility is to promote the protection and welfare of all children and our aim is to achieve this in partnership with our parents.

10. SAFER RECRUITMENT

10.1 We will ensure that the Headteacher and at least one member of the Governing Body have completed appropriate safer recruitment training. At all times the Headteacher and Governing Body will ensure that safer recruitment practices are followed in accordance with the requirements of '*Keeping Children Safe in Education*', DfE (2020). At least one person involved in conducting an interview will have received safer recruitment training.

10.2 At Neatishead, Salhouse and Fleggburgh Federation we will use the recruitment and selection process to deter and reject unsuitable candidates. We require evidence of original academic certificates. We do not accept testimonials and insist on taking up references prior to interview. We will question the contents of application forms if we are unclear about them, we will undertake Disclosure and Barring Service checks and use any other means of ensuring we are recruiting and selecting the most suitable people to work with our children.

10.3 We will maintain a Single Central Register (SCR) of all safer recruitment checks carried out in line with statutory requirements. A senior member of staff will check the SCR regularly to ensure that it meets statutory requirements.

11. SAFER WORKING PRACTICE

11.1 All adults who come into contact with our children have a duty of care to safeguard and promote their welfare. There is a legal duty placed upon us to ensure that all adults who work with or on behalf of our children are competent, confident and safe to do so.

11.2 All staff will be provided with a copy of our school's code of conduct at induction. They will be expected to know our school's Code of Conduct and policy for positive handling and carry out their duties in accordance with this advice. There will be occasion when some form of physical contact is inevitable, for example if a child has an accident or is hurt or is in a situation of danger to themselves or others around them. However, at all times the agreed policy for safe restraint must be adhered to. A list of staff that have accessed Norfolk Steps training will be kept by the Headteacher.

11.3 If staff, visitors, volunteers or parent helpers are working with children alone they will, wherever possible, be visible to other members of staff. They will be expected to inform another member of staff of their whereabouts in school, who they are with and for how long. Doors, ideally, should have a clear glass panel in them and be left open.

11.4 Guidance about acceptable conduct and safe practice will be given to all staff and volunteers during induction. These are sensible steps that every adult should take in their daily professional conduct with children. This advice can be found in ['Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings'](#) (May 2019). All staff and volunteers are expected to

carry out their work in accordance with this guidance and will be made aware that failure to do so could lead to disciplinary action.

12. MANAGING ALLEGATIONS AGAINST STAFF & VOLUNTEERS

12.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

12.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children. There may also be circumstances where a member of staff or volunteer is involved in an incident outside of school/college which did not involve children but could have an impact on their suitability to work with children; this is known as transferrable risk.

12.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. When concerns arise, we will always ensure that the procedures outlined in the local protocol [Allegations Against Persons who Work with Children](#) and Part 4 of 'Keeping Children Safe in Education', DfE (2020) are adhered to and will seek appropriate advice. The first point of contact for schools regarding LADO issues is via the Local Authority Duty Desk on 01603 307797. A Duty Advisor will give advice and guidance on next steps. If the advice is to make a referral to LADO then the form should be completed. Direct contact details for the LADO are- e-mail: LADO@norfolk.gov.uk or telephone 01603 223693. See Appendix 4 for further details.

12.4 If an allegation is made or information is received about *any* adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. This includes concerns relating to agency and supply staff and volunteers. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that neither the Headteacher nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.

12.5 The Headteacher or Chair of Governors will seek advice from the LADO within one working day. No member of staff or the governing body will undertake further investigations before receiving advice from the LADO.

12.6 When using a supply agency, we inform the agency of our process for managing allegations against staff and keep them up to date with any policy developments. Where concerns are raised about an individual and the school is not their employer, we recognise that we still have responsibility to ensure allegations are dealt with properly. In order to achieve this, we will liaise with relevant parties including the LADO to determine a suitable outcome. Whilst the supply agency should be fully involved and co-operate with any enquiries from the LADO, police and/or children's services, we recognise that the school will usually take the lead in

conducting an investigation as we have direct access to any affected children and other school staff to collect the facts.

12.7 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should contact the LADO directly on 01603 223693. Further national guidance can be found at: [Advice on whistleblowing](#). The [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

Concerns including allegations that may meet the harms test should be addressed as set out in Part four of this guidance

12.7 The School has a legal duty to refer to the Disclosure and Barring Service anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or HR.

13 RELEVANT POLICIES

13.1 To underpin the values and ethos of our school and our intent to ensure that pupils at our school are appropriately safeguarded the following policies are also included under our safeguarding umbrella:

- Staff Code of Conduct
- Anti-Bullying
- Behaviour
- Recruitment & Selection
- Whistle-blowing
- Attendance
- On-line Safety
- Health and Safety including site security
- Harassment and discrimination including racial abuse
- Meeting the needs of pupils with medical conditions
- Intimate Care
- First aid
- Educational visits including overnight stays

14. STATUTORY FRAMEWORK

This policy has been devised in accordance with the following legislation and guidance:

- [Working Together to Safeguard Children](#) DfE (July 2018)
- [Keeping Children Safe in Education](#) DfE (2020)
- [Norfolk Safeguarding Children Partnership procedures](#)

- [Norfolk Safeguarding Children Partnership Protocol: Allegations Against Persons Who Work with Children](#)
- [Guidance for Safer Working Practices for Adults who work with Children and Young People in Education Settings](#) (May 2019)
- [What to do if you're worried a child is being abused](#) DfE (March 2015)
- [Information sharing: advice for practitioners providing safeguarding services](#) DfE (July 2018)
- [The Prevent duty: Departmental advice for schools and childcare providers](#) DfE (June 2015)
- [Mandatory Reporting of Female Genital Mutilation- procedural information](#) Home Office (December 2015)
- [Sexual violence and sexual harassment between children in schools and colleges](#) DfE (May 2018)
- [Child sexual exploitation: guide for practitioners](#) DfE (February 2017)
- [Teaching online safety in school DfE](#) (June 2019)
- [Mental Health and Behaviour in Schools](#) DfE (November 2018)
- [Data protection: toolkit for schools](#) DfE (September 2018)

Position:

[Ensure that if there is an injury this is recorded (size and shape) and a body map is completed]

[Make it clear if you have raised a concern about a similar issue previously]

Your signature:

Time form completed:

Date:

Time form received by DSL:

Action taken by DSL:

Referred to...?

Attendance
Lead

Police

Just One
Norfolk

CADS

PSA

Family Support

Other

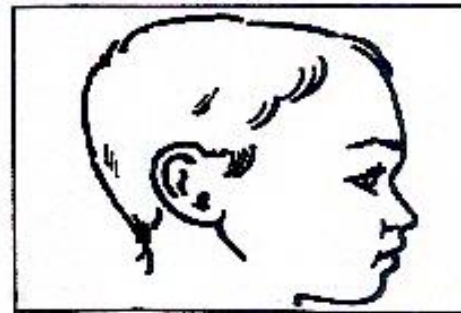
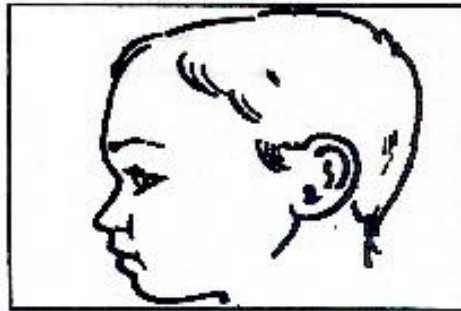
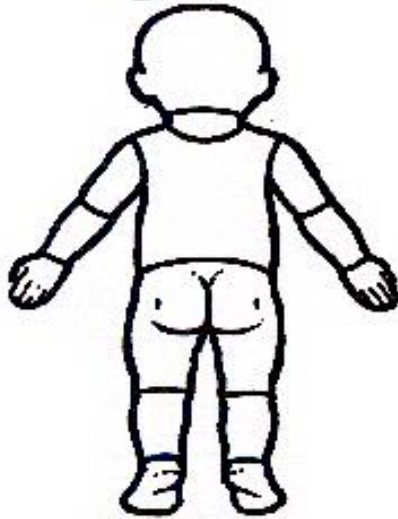
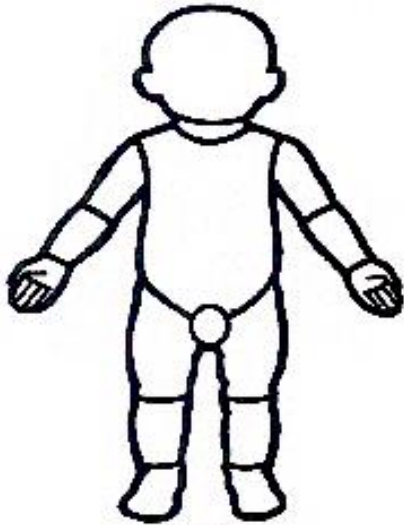
Date:

Time:

Parents informed? Yes / No (If No, state reason)

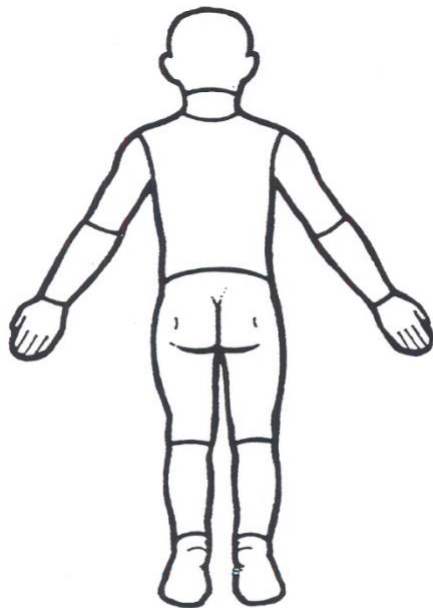
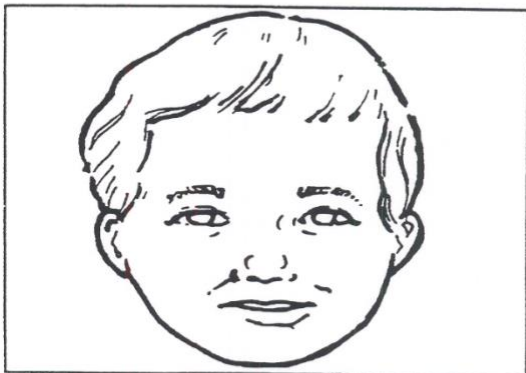
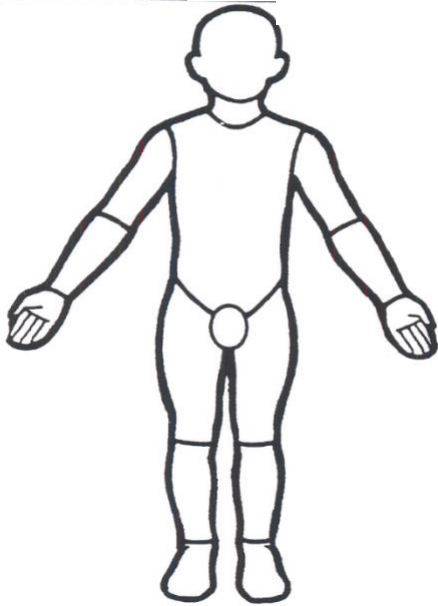
Feedback given to...?

Young Child



Indicate clearly where the injury was seen and attach this to the Recording Form

Older Child



ular

Indicate clearly where the injury was seen and attach this to the Recording Form



Appendix 2: Safeguarding Induction Sheet for new or supply staff and regular visitors or volunteers.

We all have a statutory duty to safeguard and promote the welfare of children, and at our school we take this responsibility seriously.

If you have any concerns about a child or young person in our school, you must share this information immediately with our Designated Safeguarding Lead (DSL) or one of the alternate post holders.

Do not think that your worry is insignificant if it is about hygiene, appearance or behaviour – we would rather you told us as we would rather know about something that appears small than miss a worrying situation.

If you think the matter is very serious and may be related to child protection, for example, physical, emotional, sexual abuse or neglect, you must find one of the designated professionals detailed below and provide them with a written record of your concern. A copy of the form to complete is attached to this and others can be obtained from the school office. Please ensure you complete all sections as described.

If you are unable to locate them ask a member of the school office staff to find them and to ask them to speak with you immediately about a confidential and urgent matter.

Any allegation concerning a member of staff, a child's foster carer or a volunteer should be reported immediately to the Headteacher. If an allegation is made about the Headteacher you should pass this information to the Chair of the Governing Body. Alternatively, you can contact the Local Authority Duty Desk on 01603 307797. [NSPCC whistleblowing helpline](#) is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00am to 8:00pm, Monday to Friday or via e-mail: help@nspcc.org.uk.

The people you should talk to in school are:
Designated Safeguarding Lead (DSL): Julie Church
Contact Number: N – 01692 630 241
 S – 01603 720 402
 F - 01493 369 286

Deputy Designated Leads:

Tony Murphy or Laura Davies

Location: Neatishead

Contact Number: 01692 630 241

Angela Feeley

Location: Salhouse

Contact number: 01603 720 402

Ingrid Rounce

Location: Fleggburgh

Contact number: 01493 369 286

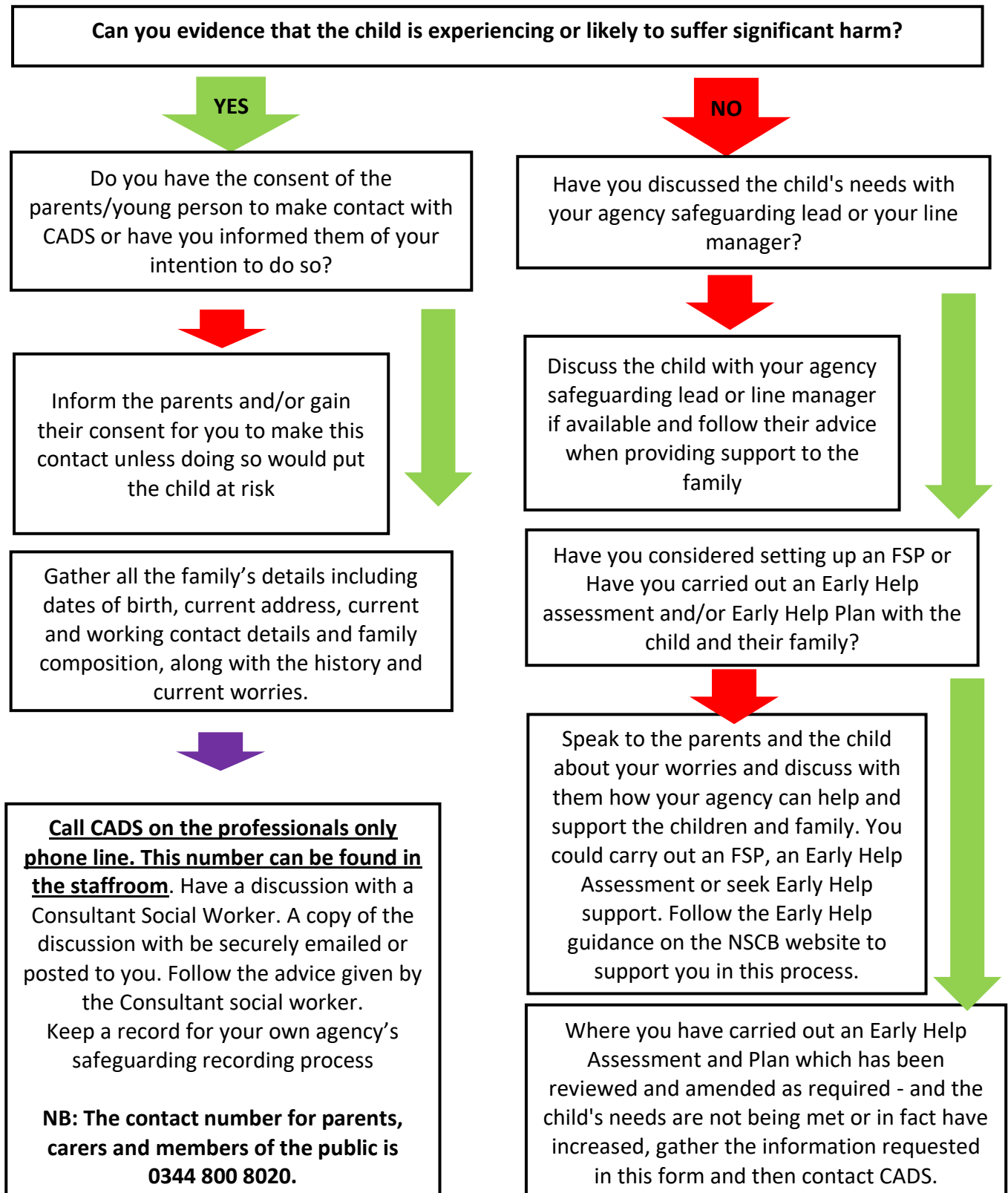
Chair of Governing Body: Jane Gay

Contact Number: 01603 720 576

At Neatishead, Salhouse and Fleggburgh Federation we strive to safeguard and promote the welfare of all of our children.

Appendix 3: Local Safeguarding Procedures Children's Advice and Duty Service- CADS

Before contacting CADS, please answer the following questions and follow the advice provided:



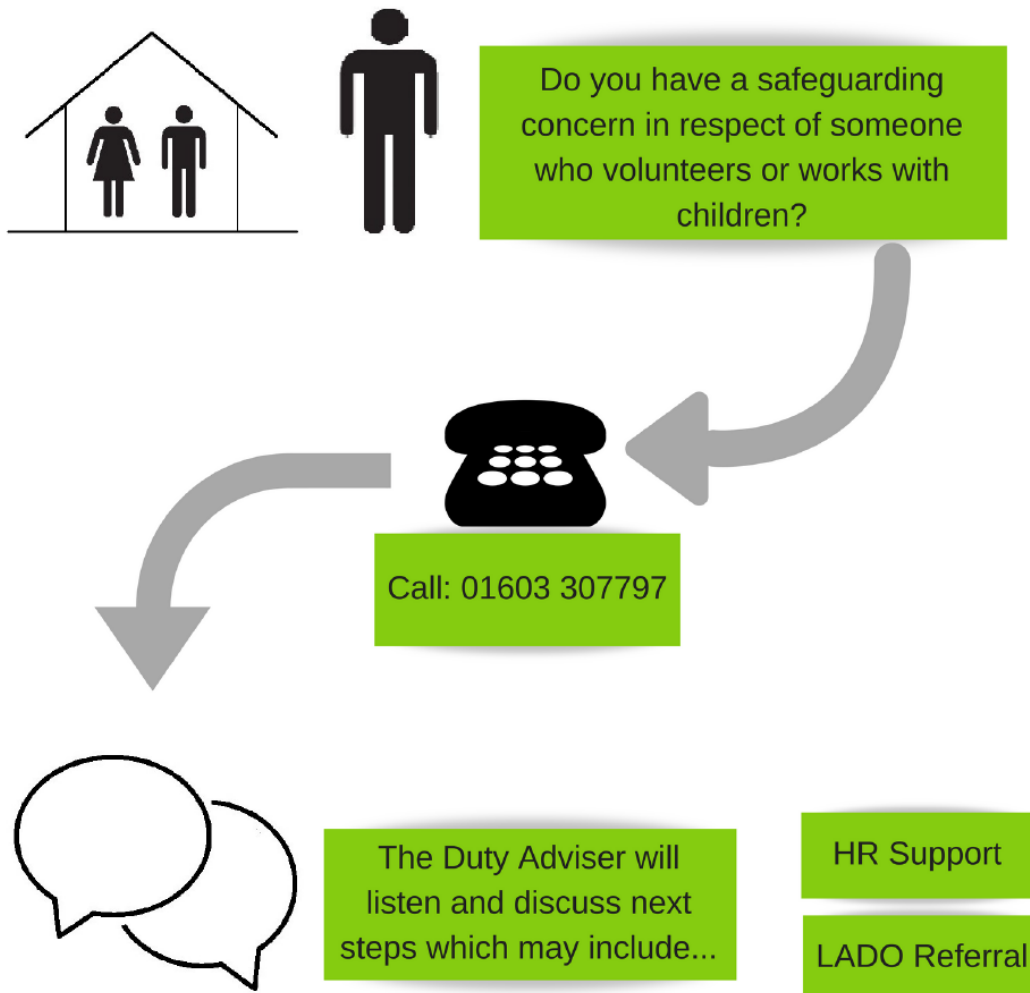
Appendix 4: Advice for schools, colleges and alternative education providers where there are concerns about an adult who works within the setting.



Guidance for Schools, Colleges & Alternative Education Providers

Education Quality Assurance & Intervention Service

Duty Desk



Appendix 5
Safeguarding children and families: Additional Guidance for
Schools & Colleges due to the Coronavirus (Covid-19) Revised
January 2021
Summary of changes

Section	Changes
Throughout	All references to 'Keeping Children Safe in Education' (2019) have been removed and replaced with reference to 'Keeping Children Safe in Education' (2020).
Checklist for practice	Removal of the sections related to children having a phased return to school.
Section 3: Safeguarding and child protection policy	Added reference to remote education
Section 7: Remote education	NEW SECTION added on remote education. Subsequent sections renumbered accordingly.
Section 8: Plans for vulnerable children	Details added about remaining in contact with vulnerable children if they are not in school.
Section 9: Welfare checks	Link added to the Health, Safety and Wellbeing pages of the Norfolk Schools website
Section 10: Supporting staff	Details added about the Wellbeing for Education return programme and the Education Support Partnership helpline.
Section 12: Support the mental health and wellbeing of children and families	More details have been added about childrens responses to the coronavirus and how they can be supported by school staff. The link to the webinar produced by the DfE, Public Health England and NHS England has been included along with the link to the Wellbeing in Education pages on the Norfolk Schools website.
Section 14: Response following an Operation Encompass notification	Updated to reflect the fact that notifications are now sent to Key Adults via the AnyComms+ system rather than on the telephone. Details given of a suggested response in light of receiving a notification.
Section 16: Attendance	Updated to reflect how the NCC Attendance Service will monitor the attendance of vulnerable pupils and the support which can be offered to the schools.

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1. Introduction

This guidance has been written in line with previously published government guidance '[Coronavirus \(Covid-19\): safeguarding in schools, colleges and other providers](#)' and '[Restricting attendance during the national lockdown: schools \(January 2021\)](#)'. The guidance is fast moving and will continue to change but below is some advice about making safeguarding arrangements for families.

Even during this challenging time, schools and colleges should continue to have regard to '[Keeping Children Safe in Education \(KCSIE\) \(2020\)](#)' as their legislative duty. This includes circumstances in which schools and colleges collaborate and children and/or staff from multiple settings are clustered in one place.

The way schools and colleges are currently operating in response to coronavirus (COVID-19) is fundamentally different to business as usual, however, a number of important safeguarding principles remain the same:

- with regard to safeguarding, the best interests of children must always continue to come first;
- if anyone in a school or college has a safeguarding concern about any child they should continue to act, and act immediately;
- a DSL or deputy should be available;
- it is essential that unsuitable people are not allowed to enter the children's workforce and/or gain access to children;
- children should continue to be protected when they are online.

It is crucial that all staff and volunteers understand the continued importance of acting immediately on any safeguarding concerns that arise. This guidance has been developed to support Designated Safeguarding Leads and other members of the senior leadership team to review existing safeguarding procedures in light of the current national and local situation.

Children's Services social care priority at this point is identifying which vulnerable children are not attending school and working with schools and families to ensure they do. Social workers and family practitioners are making plans for children who will need to be considered for more frequent contact to ensure their wellbeing and safety.

A checklist of key considerations from this guidance can be found in below. It is advised that schools complete this in order to check that they have appropriate safeguarding arrangements in place.

Checklist for Practice

Have you?	Further Guidance	Action(s) identified:	Evidence of Compliance:
DSL Cover & Awareness			
Considered how the Designated Safeguarding Leads will remain available and developed plans to manage a skeleton staff?	2		
Written an annex/addendum for the safeguarding policy that summaries any key COVID-19 related changes?	3		
Ensured all school and college staff and volunteers have accessed the revised policy and know on any given day who the DSL is and is and how to contact them?	2 and 3		
Provided an appropriate safeguarding induction for those staff / volunteers who do not usually work in your school (including how they raise concerns about the conduct of adults)?	5		

Have you?	Further Guidance	Action(s) identified:	Evidence of Compliance:
DSL Cover & Awareness			
Reinforced with all staff the Code of Conduct and safer working practice messages in light of the different circumstances in which they are working?	5 6 and 7		
Given information to staff working on your site from other schools about who the DSLs are and how to record and report safeguarding concerns?	5		
Gained the details of equivalent staff at the 'home' school if you have children on site who are from other schools?	11		
Written an annex/addendum that summaries any key COVID-19 related changes in relation to online safety?	20		
Adhered to part 4 of KCSIE and ensured that the Local Authority Duty Desk is contacted when concerns are raised about the conduct of members of staff or volunteers?	6		

Have you?	Further Guidance	Action(s) identified:	Evidence of Compliance:
Safer Recruitment			
Sought written assurances from the 'home' school for any staff / volunteers who do not usually work in your school to ensure they have had the required safer recruitment checks, as required in part 3 of KCSIE?	4		
Ensured all staff and volunteers have been entered on to the Single Central Record?	4		
Identification & Support for Vulnerable Children & Families			
Risk assessed the minimum amount of contact to have with each family?	9		
Thought about the contingency plans to ensure children and families subject to FSPs still receive identified support and services?	8 and 9		
Got plans in place to keep in contact with children and families, even if they are not classed as vulnerable?	9		
Have you?	Further Guidance	Action(s) identified:	Evidence of Compliance:

Identification & Support for Vulnerable Children & Families			
Ensured that a Key Adult is always available to receive Operation Encompass notifications via AnyComms and the follow up to these is timely?	2 and 14		
Obtained access to relevant information for any children attending your school from other schools, including EHC plans, child in need plans, child protection plans or, for looked-after children, their personal education plan?	11		
Got access to the contact details of allocated social workers and family practitioners, (including for those children who are not usually on your school roll)?	8 and 11		
Shared key information on the school's website about where families can go for help and support?	19		

Have you?	Further Guidance	Action(s) identified:	Evidence of Compliance:
Identification & Support for Vulnerable Children & Families			
Informed children and parents about how and when they can contact school to ask any questions or reach out for support?	6		
Made a plan regarding how the school will support the mental health of children and families; signposting to appropriate agencies as required?	12		
Made arrangements to follow up the absence of vulnerable pupils in line with DfE guidance?	16		
Record Keeping & Information Security			
Planned how safeguarding information will be recorded and how it will be shared with other DSLs?	8 and 11		
Considered how sensitive and personal information will be accessed and kept securely in different working conditions?	8 and 11		
Planned how you will continue to record and share safeguarding information including all telephone contact and home visits with key staff and other agencies?	9 , and 11 Appendices 2 and 3		

Have you?	Further Guidance	Action(s) identified:	Evidence of Compliance:
Remote education			
Ensured there are clear systems in place to ensure pupils and staff are safe during remote education?	6 and 7		
Communicated to staff, pupils parents and carers how they can report any safeguarding concerns in relation to remote education?	7		
Ensured all staff have the knowledge to identify potential concerns about wellbeing or mental health issues and know how to respond to these?	7 and 12		



2. DSL Cover

[Keeping Children Safe in Education \(2020\)](#) states that:

‘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.’¹

We understand that it might be difficult to achieve this in line with partial school closures and it is recommended that school leaders develop a plan to manage safeguarding responsibilities with skeleton staff, adapting current systems and procedures to support this. In line with the [guidance published by the DfE](#), the optimal scenario for any school or college providing care for children is to have a trained DSL or deputy available on site. It is recognised this may not be possible, and where this is the case there are 2 options to consider:

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

Where a trained DSL or deputy is not on site, in addition to one of the above options, it is recommended that a senior leader takes responsibility for co-ordinating safeguarding on site.

Whatever the scenario, it is important that all school and college staff and volunteers have access to a trained DSL or deputy and know on any given day who that person is and how to speak to them.

3. Safeguarding and child protection policy

In line with DfE advice, it is important schools and colleges (led by a DSL or deputy) review and revise their safeguarding and child protection policy and keep it under review as circumstances continue to evolve. In some cases, a COVID-19 annex/addendum that summarises any key COVID-19 related changes might be more effective than re-writing and re-issuing the whole policy. Appendix 5 has been added to the LA Model Safeguarding Policy to support schools when reviewing their policy. Amongst other things the revised child protection policy should reflect:

- the move to remote education for most pupils
- any updated advice received from the local 3 safeguarding partners;

¹ Paragraph 71 of KCSIE (2019)

- any updated advice received from local authorities regarding children with education, health and care (EHC) plans, the local authority designated officer and children's social care reporting mechanisms, referral thresholds and children in need;
- what staff and volunteers should do if they have any concerns about a child;
- the continued importance of all staff and volunteers acting and acting immediately on any safeguarding concerns;
- DSL (and deputy) arrangements;
- the continued need for school and college staff to work with and support children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children;
- peer on peer abuse - given the very different circumstances schools and colleges in which schools are operating, a revised process may be required for managing any report of such abuse and supporting victims (the principles as set out in part 5 of KCSIE should continue to inform any revised approach);
- what staff and volunteers should do if they have concerns about a staff member or volunteer who may pose a safeguarding risk to children (the principles in part 4 of KCSIE will continue to support how a school or college responds to any such concerns);
- any arrangements to support children the school or college are concerned about who do not meet the 'vulnerable' definition;
- what arrangements are in place to keep children not physically attending the school or college safe, especially online and how concerns about these children should be progressed.

It is important that all staff and volunteers are made aware of the new policy and are kept up to date as it is revised. The revised policy should continue to be made available publicly.

4. Staff, volunteers and safer recruitment checks

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. If schools and colleges are recruiting new staff, they should continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of 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 schools and colleges are utilising volunteers, they should continue to follow the checking and risk assessment process as set out in paragraphs 183 to 188 of KCSIE. Under no circumstances should a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

Regarding members of the school or college 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 or college 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. The same principle applies if childcare workers move to work temporarily in a school setting. The receiving institution should risk assess as they would for a volunteer.

Whilst the onus remains on schools and colleges to satisfy themselves that someone in their setting has had the required checks, as per part 3 of KCSIE, in the above scenario this can be achieved if the receiving school seeks written assurances from the current employer rather than requiring new checks.

Schools and colleges 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 179 of KCSIE.

Schools and colleges should continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 182 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. All referrals received by the TRA will continue to be considered. Where referrals on serious safeguarding matters are received and it is deemed that there is a public interest in doing so, consideration will be given as to whether an interim prohibition order (IPO) should be put in place. The TRA will continue to progress all cases but will not schedule any hearings at the current time.

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that any school or college 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, schools and colleges must continue to keep the single central record (SCR) up to date as outlined in paragraphs 164 to 171 in KCSIE. We recommend that the SCR is used to provide the means to log everyone that will be working or volunteering in a school or college on any given day, including any staff who may be on loan from other settings. The SCR can also be used to log details of any risk assessments carried out on volunteers and staff on loan from elsewhere.

5. Safeguarding training and induction

All existing school and college staff will already have had safeguarding training and have read Part 1 and Annex A of KCSIE. The DSL will need to ensure that all existing staff are aware of any new local safeguarding arrangements including changes to the school or college's safeguarding, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter the school or college, they should continue to be provided with a safeguarding induction. An up to date child protection policy (described above) will support this process as will Part 1 and Annex A of KCSIE. Staff and volunteers should also be made aware of how they pass on concerns about the conduct of adults; therefore, how they would contact the Headteacher or the Chair of Governors if the concern is related to the Headteacher. It is advised that evidence of this induction is retained by the school in the usual way.

The Safeguarding in Education Team will continue to provide DSL training virtually during this national lockdown and this time the DfE have not given guidance on DSL training lapsing so it is the school's responsibility to ensure refresher training is attended.

Existing school and college staff may be based at a different school or college on a temporary basis in response to COVID-19. The receiving school or college should judge, on a case-by-case basis, the level of safeguarding induction required. In most cases, the existing staff will already have received appropriate safeguarding training and all they will require is a copy of the receiving setting's safeguarding and child protection policy, code of conduct, and details of how they record and report concerns, including the DSL arrangements in place.

6. Creating a safe culture

Schools and colleges should, as far as is reasonably possible, take a whole institution approach to safeguarding. As you develop different ways of working with children and their families, it is important to remind staff about [safer working practice guidance](#) and related school policies including IT acceptable use agreements.

Schools and colleges should continue to call the Local Authority Duty desk on 01603 307797, (which is a triage for the LADO) in the event of an allegation being made against a member of staff or volunteer.

It is imperative that senior leads monitor and follow up on any concerns about the conduct of staff and volunteers, ensuring that all information is recording thoroughly, including details of contact with the Local Authority Duty Desk and any subsequent LADO involvement.

It will be important to share information about [Childline](#), [Chat Health](#) the [Samaritans](#), [Mind](#), [domestic abuse helplines](#) and other support services (particularly in the local area) that can help children and families on the school's website. The school may consider writing a newsletter that can be emailed to all parents and carers which gives further advice and guidance about learning activities but also sign posting to the support services above. The school should also inform children and parents about how and when they can contact school to ask any questions or reach out for support.

7. Remote education

It will be crucial when teachers are providing remote learning opportunities for children that schools give clear guidance on staff not using their personal

devices and ensuring that there are clear parameters about what this contact with pupils should look like in order for children and staff to be kept safe. Staff engaging with pupils and / or parents online have a responsibility to model safe practice at all times.

If staff are delivering virtual lessons in their home it will be crucial for them to consider such things as:

- Always using their school email address when communicating with children and parents/carers
- Wearing appropriate clothing
- Which room the lesson is taking place in
- The background that children can see
- Who else may be in the house with them
- Whether the session should be recorded and if so, has consent been gained from pupils/parents and carers and are senior staff in school aware of this
- If a session has been recorded, where will this be stored and how long for

Schools should make clear to parents and carers the expectations of remote education. This could include such things as children should:

- Use their school email address / log in rather than a personal one
- Identify themselves with their name when they log on
- Access the learning in a living or communal space
- Be suitably dressed
- Know whether the session is being recorded
- Know how to ask for help during the lesson and afterwards

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 Safeguarding and Child Protection policy. It is crucial that all staff know how to contact the Designated Safeguarding Leads and how to refer directly to social care if they have concerns about the immediate safety of a child outside school hours.

The DfE have produced guidance on [reviewing the remote education provision](#) on offer to pupils. This provides a framework and scoring system which can be used to identify strengths and areas for improvement. It includes a section on Safeguarding and Wellbeing which can be used alongside the Checklist for Practice above to ensure the school has robust safeguarding systems in place to keep pupils and staff safe.

The DfE guidance on providing education remotely sets out 4 key areas that leaders should consider as part of any remote learning strategy.

This includes the use of technology. [Guidance from the UK Safer Internet Centre on safe remote learning](#) the [London Grid for Learning on the use of videos and livestreaming](#) and [online safety and safeguarding](#) could help plan online lessons and/or activities and plan them safely.

The DfE guidance [Safeguarding and remote education during the coronavirus](#) gives information about how to approach teaching online.

Schools may wish to use the following resources to understand more about ensuring online education is safe:

- remote education advice from [The Key for School Leaders](#)
- advice from [NSPCC](#) on undertaking remote education safely
- guidance from the [UK Safer Internet Centre](#) on remote education
- [online safety toolkits](#) from Thinkuknow

Guidance on [teaching online safety in schools](#) provides information to help schools ensure their pupils understand how to stay safe and behave online.

The Times Educational Supplement (TES) has produced a document about remote teaching which gives [10 safeguarding rules](#) to help keep staff and pupils safe.

The PSHE Association has produced a guide to [delivering PSHE remotely](#) including planning carefully which topics should and should not be covered during this period.

8. Plans for vulnerable children

Senior leaders, especially DSLs (and deputies) know who their most vulnerable children are and have the flexibility to offer a place to those on the edges of receiving children's social care support.

Where individuals who are self-isolating are within our definition of vulnerable, it is important that schools put systems in place to keep in contact with them.

When a vulnerable child is asked to self-isolate, schools should notify their social worker (if they have one). School leaders should then agree with the social worker the best way to maintain contact and offer support to the vulnerable child or young person.

Schools should also have in place procedures to check if a vulnerable child is able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so. For more information about the attendance of vulnerable children see section 16.

It is recommended that a safeguarding plan is developed for individual children where there are safeguarding concerns including those supported by a Family Support Plan. It is recommended that DSLs work with other agencies to develop a co-ordinated response and to avoid duplication.

Plans should:



- consider individual risk and protective factors to determine what measures can be put in place to strengthen protective factors;
- include as a minimum methods of regular contact with the family. Where there are safeguarding and child protection concerns, ensure children receive welfare checks at least once a week where the child is seen and spoken to. Frequency of contact will be informed by level of risk;
- include agreed methods of communication with other professionals working with the family;
- consider what outreach support can be offered to the most vulnerable children in line with government advice.

For children subject to a FSP, think about the contingency plans to ensure that the family still receives identified support and services. If those services can no longer be offered, consider what alternative support is in place and/or whether the risk for those children increases as a result.

9. Welfare checks for all children and families

In order for schools to promote the welfare of children and as part of their safeguarding responsibilities, schools should undertake welfare calls with all of their pupils. Senior leaders should agree upon the frequency of such communication with families depending upon the knowledge the school already has about the child(ren).

Decisions about which staff make the calls to which families will need careful consideration. Senior staff / DSLs should risk assess this and if there are current or historical safeguarding concerns, then it is likely these contacts will be made by DSLs as they have the skills to deal with any new worries which may arise from this contact.

It is advised that staff ask to speak to the child(ren) as part of their communication so there is an opportunity to ascertain how their thoughts and feelings about such things as: school work, the pandemic, their wellbeing, what they are enjoying and what they are worried about.

Schools could create scripts or a list of key questions that will help staff to have quality conversations when undertaking safe and well activities, e.g. using scaling tools to monitor changes to mood and risk, (see Appendix 2 for more information).

The details for [ChatHealth, which is a text messaging service for children and young people aged 11 – 19 years, run by the Norfolk Healthy Child Programme could be offered as well as the details for the phone line for children into CADS- 0344 800 8029 or Childline on 0800 1111.](#)

If upon undertaking these checks, staff hear things which may indicate there are safeguarding concerns and/or the family are asking for support then this information should be passed to the DSL swiftly. The member of staff should let the family know that this information is going to be shared.

The DSL(s) should then make a decision about the appropriate next steps, which could include making a referral to CADS, referring to the local Early

Help Hub or signposting the family or child to other support networks such as the local food bank, [Chat Health \(Just One Number\)](#), or local council.

When making judgements about undertaking a welfare visit, schools should consider the following:

- risks to children and young people
- risks to families
- risks to the workforce.

Senior leaders / DSLs are best placed to make professional judgements of risk in each case and decide what form of contact they need to maintain in order to ensure the safety of children. There are many ways to keep in touch with a child or family without physical face-to-face contact.

Where it is deemed necessary for school staff to visit children in person the advice from Public Health England on social distancing and minimising the spread of infection to keep safe both themselves and the family they are visiting should be taken into account.

Children and families may feel anxious about infection risks. Where this anxiety is present, and families are reluctant to engage with staff, it should be explained why it is essential that a child should be seen and spoken with. This engagement should be sufficient to reassure school staff that the child is not currently at risk of harm.

There may, of course, be other reasons why families may refuse access and where they do and there is a risk to the life of the child or a likelihood of immediate serious harm, school should follow their normal safeguarding procedures which would include calling the police and CADS.

Further guidance on welfare visits is available on the [Health, safety and wellbeing pages](#) of the Norfolk Schools website.

There should be consideration as to how sensitive and personal information will be accessed and kept securely in different working conditions and how staff will continue to record and share safeguarding information including all telephone contact and home visits with DSLs and other agencies.

10. Supporting staff

Supporting staff as well as children and their families is crucial at this time. Consider how you will ensure that supervision and support is in place for anyone undertaking safeguarding work during this time. If you are part of the DSL network, consider how you might continue to support one another through the use of technology.

Schools will already have mechanisms to support staff wellbeing and these will be particularly important, as some staff may be particularly anxious about attending school. The DfE is providing additional support for both pupil and staff wellbeing in the current situation. Information about the [extra mental](#)

[health support for pupils and teachers](#) and [Wellbeing for Education return programme](#) is available.

The [Education Support Partnership](#) provides a free helpline for school staff and targeted support for mental health and wellbeing.

11. Supporting vulnerable children when not in their 'home' school

If children are in a different school to their 'home' school they should still be being educated/cared for by adults who have undergone all appropriate safer recruitment checks for their role as per ['Keeping Children Safe in Education'](#) (2020). Headteachers have a responsibility to follow this statutory guidance and more information about safer recruitment processes can be found in the section above entitled 'Staff, volunteers and safer recruitment checks.'

All staff need to be made aware of the recording and reporting arrangements for safeguarding concerns if they are not in their 'home' school. This will include who the DSLs are and how they can be contacted.

Senior leaders / DSL(s) should know how to contact the equivalent staff at the child's 'home' school if concerns arise. This could be in relation to a number of situations including safeguarding, attendance, behaviour, drop off or collection arrangements etc.

If a child has complex needs / EHC plan there should be a risk assessment completed as they may struggle to manage in a completely unfamiliar setting. The child's key worker or another member of staff who knows them well could be assigned to support them in the new setting. The contents of any behaviour management plan or health care plan for individual children should be known to all staff so they can effectively manage the child's needs.

For looked-after children, any change in school should be led and managed by the Virtual School Head with responsibility for the child.

12. Supporting the mental health and wellbeing of children and families

Negative experiences and distressing life events, such as the current circumstances, can affect the mental health of pupils and their parents. The DfE's guidance on [mental health and behaviour in schools](#) (which may also be useful for colleges) sets out how mental health issues can bring about changes in a young person's behaviour or emotional state which can be displayed in a range of different ways, and that can be an indication of an underlying problem. Support for pupils in the current circumstances can include existing provision in the school (although this may be delivered in

different ways, for example over the phone) or from specialist staff or support services.

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.

The DfE, Public Health England and NHS England have also recorded a free webinar for school and college staff which sets out how they can support their pupils and students. A recording of this is available:

[View webinar](#)

This includes experts discussing the impacts of the pandemic on pupils' mental wellbeing.

Schools should 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

Public Health England's [Every Mind Matters](#) campaign includes resources which aim to support everyone to feel more confident in taking action to look after their mental health and wellbeing.

The [Wellbeing in Education page](#) on the Norfolk Schools website gives details about the wellbeing webinars which took place in the Autumn Term 2020 and a range of resources for both primary and secondary schools.

The [Just One Norfolk](#) website is a valuable resource for schools, young people and parents and carers. 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

Resources to promote and support mental wellbeing are included in the [list of online resources](#) the DfE have published to help children to learn at home. Public Health England has also published [guidance on supporting children and young people's mental health](#).

Digital support includes:

- [MindEd educational resources](#) for adults about children and young people's mental health, which is relevant for teachers, other professionals working with children, volunteers, parents and carers
- the [Every Mind Matters platform](#), from Public Health England, about looking after your mental health
- [Rise Above](#), targeted at young people, which also has [schools-facing lesson plans](#)

13. Managing the sharing of safeguarding information across schools

Whilst schools and colleges must continue to have appropriate regard to data protection and GDPR they do not prevent the sharing of information for the purposes of keeping children safe. Further advice about information sharing can be found at paragraphs 76-83 of KCSIE and in ['Information sharing advice for safeguarding practitioners'](#) (July 2018).

Staff need to know an appropriate amount of information to keep the children in their care safe. It will be important for any school or college whose children are attending another setting to do whatever they reasonably can to provide the receiving institution with any relevant welfare and child protection information.

The receiving school or college should be aware of the reason the child is vulnerable and any arrangements in place to support them. As a minimum the receiving institution should, as appropriate, have access to a vulnerable child's EHC plan, child in need plan, child protection plan or, for looked-after children, their personal education plan and know who the child's social worker (and, for looked-after children, who the responsible Virtual School Head is).

This should ideally happen before a child arrives and, where that is not possible as soon as reasonably practicable. Any exchanges of information will ideally happen at DSL (or deputy) level, and likewise between special educational needs co-ordinators (SENCOs) for children with EHC plans.

14. Response following an Operation Encompass notification

It is imperative that Key Adults continue to be available to receive Operation Encompass notifications via AnyComms+ and this should be considered as part of cover arrangements within schools and colleges.

Once a notification is downloaded senior staff / DSL(s) needs to decide on the appropriate level of intervention and support to offer the child.

Other safeguarding information already on the child's safeguarding file should be considered so that a holistic view of the concerns are formed. It is likely that at the very least the response following a notification will include undertaking wishes and feelings work with the child(ren) and having a conversation with the parent or carer to check in with them and offer any appropriate support.

Guidance on Welfare Checks can be found in section 9 above and Appendix 2 gives specific advice on Welfare Calls.

It will be crucial to plan these calls carefully in order to gather the most important information to help decide on next steps. Scaling exercises (see Appendix 2) could be completed with the victim and the children in order to ascertain their feelings about what happened and the impact this has had. This would be particularly key if the child(ren) witnessed the incident, and gaining their views and voice through scaling also means that if there are future notifications, the scaling exercise can be repeated and the outcomes compared in order to risk assess and determine subsequent actions. The details for [ChatHealth which is a](#)

text messaging service for children and young people aged 11- 19 years, run by the Norfolk Healthy Child Programme could be offered as well as the details for the phone line for children into CADS- 0344 800 8029 or Childline on 0800 1111.

If following the intervention and support, DSLs have further concerns, then normal safeguarding procedures should be followed, including a referral to CADS if appropriate. This could lead to a child being classed as vulnerable. Key Adults can access free advice and professional dialogue from an Educational Psychologist via the [Operation Encompass Teachers' National Helpline](#) on 0204 513 9990 Monday to Friday 8am – 1pm.

15. Attending Child Protection Conferences

All child protection conferences continue to be held on Microsoft Teams. The Independent Reviewing Service Business Support Team will, for each conference, email professional participants with the instructions on how they can join the Teams Virtual Conference.

It is essential that a report is submitted in advance of the conference and please endeavour to ensure a DSL can attend. Conference reports should clearly outline the "harm" both current and potential, giving due consideration to the potential risks/impact of COVID-19. The report should include a recommendation, in respect of child protection planning, even if you are going to participate in conference.

The latest version of the report can be found [here](#). More information can be found on the [Norfolk Safeguarding Children Partnership website](#).

16. Attendance

The Attendance Service will continue to work with schools to monitor the attendance of vulnerable children through a secure, electronic system using Anycomms+. This will create capacity for both LA and school staff to move away from conversations centred around the exchange of data to targeted contact and support where there are concerns about the attendance of vulnerable children.

The process will be as follows:

- Every Monday from 11th January, the Attendance Service will share with every school a list of children with a social worker. This will be done securely using a standardised proforma sent via Anycomms+ system, an e-mail notification will be sent to the Key Adult contacts we have set up for Operation Encompass notifications.
- On the proforma provided, schools will be asked to indicate where a child has not attended school regularly the previous week including the reason for absence. They will be asked to return this summary data within 48 hours via the Anycomms+ system.
- Schools will be asked to indicate where other vulnerable pupils have not attended school as expected and have the facility to request a consultation with an AEO about any other pupils of concern.
- Attendance & Entitlement Officers will remain responsible for reviewing the data provided by clusters and groups of schools (see table below). Where a school indicates that a vulnerable pupil is not attending as expected, the AEO will follow this up with the school, liaising with the allocated social worker, conference chair, PCF Pathway Advisor and/or any other relevant professionals as required to ensure that an appropriate plan is in place.

Schools should continue to record attendance in the register and follow up on absences of the pupils who are expected to be in school. Absence will not be penalised. All pupils who are not expected to be in school should be marked as Code X. They are not attending because they are following public health advice.

Children of critical workers:

- Where critical worker parents only need their child to attend school part-time, schools should use Code X to record the sessions that the child is not expected to attend.
- Where the child of a critical worker is expected to attend a session and does not do so, the school should record the absence as Code

C (leave of absence authorised by the school) unless another authorised absence code is more applicable

- As usual, Code X should be used if the child is self-isolating or quarantining because of coronavirus (COVID-19)

The DfE Guidance states that as vulnerable children are still expected to attend school full time, therefore should not be marked as Code X if they are not in school except if they are shielding, self-isolating or quarantining. Where a parent of a vulnerable child wishes their child to be absent from school, the DfE guidance currently expects schools and colleges to authorise the absences given the exceptional circumstances and requests these absences are coded as a C.

The LA recommends that

- education settings complete their usual day-to-day attendance processes to follow up on nonattendance for pupils who are expected to attend.
- when a child who has a social worker is not attending school regularly, schools notify the allocated social worker without delay.
- where there are attendance concerns, schools should also highlight these in the weekly return to the LA and seek advice without delay from the allocated AEO in line with the procedure outlined below.

All schools will continue to have access to advice from a named Attendance & Entitlement Officer (AEO) to discuss any cases where attendance is of concern.

AEO	Email	District
Steven Beales	steven.beales@norfolk.gov.uk	Broadland
Claire Dutton	claire.dutton@norfolk.gov.uk	King's Lynn and West
Tracy Birkin	tracy.birkin@norfolk.gov.uk	Norwich (clusters CG06 & CG09)
Angela St. Hill	angela.sthill@norfolk.gov.uk	Norwich (clusters CG04 & CG03)

Christina Holyoake	christina.holyoake@norfolk.gov.uk	Breckland
Nadine Emeny	nadine.emeny@norfolk.gov.uk	Great Yarmouth
Teresa Crisp	teresa.crisp@norfolk.gov.uk	North Norfolk
Stuart Dyer	stuart.dyer@norfolk.gov.uk	South Norfolk

Where concerns arise, it is recommended that a targeted support plan is created in partnership with the child and their family based on individual pupil needs as soon as possible. A template to support schools with this has been devised. [Just One Norfolk](#) also provides resources and support to assist families when children are anxious about returning to school.

The Children's Advice & Duty Services (CADS) remain open as usual. Where safeguarding concerns arise, professionals should continue to follow safeguarding procedures, making reference to the [Norfolk Threshold Guide](#), ensuring that children & young people are receiving the right support. Where a threshold for statutory services is not met and concerns remain for vulnerable children, please make use of the services available to schools from the [Partner & Community Focus teams](#).

To support the above, schools and colleges should take the opportunity when communicating with parents and carers to confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

17. Online Safety in schools and colleges

It will be more important than ever that schools and colleges provide a safe environment, including online. Schools and colleges should continue to ensure that appropriate filters and monitoring systems are in place to protect children when they are online on the school or college's IT systems or recommended resources.

The [UK Council for Internet Safety provides information to help governing boards and proprietors assure themselves](#) that any new arrangements continue to effectively safeguard children online.

The [UK Safer Internet Centre's professional online safety helpline](#) also provides support for the children's workforce with any online safety issues they face. Local authorities may also be able to provide support.

When communicating online with parents and pupils, schools should:

- communicate within school hours as much as possible (or hours agreed with the school to suit the needs of staff)
- communicate through the school 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

Teaching from home is different to teaching in the classroom. Teachers should try to find a quiet or private room or area to talk to pupils, parents or carers. When broadcasting a lesson or making a recording, consider what will be in the background.

18. Online Safety advice for children at home

It is likely that during this period children will spend more time online, therefore schools and colleges should continue to reiterate online safety advice and resources.

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. It will be helpful to have key information available via the School's website which will include signposting children to age appropriate practical support from the likes of:

- [Childline](#), [Thinkuknow](#) and [NSPCC](#) - for support
- [UK Safer Internet Centre](#) - to report and remove harmful online content
- [CEOP](#) - for advice on making a report about online abuse

It is essential to have and communicate clear reporting routes so that children can raise any safeguarding concerns.

Schools may wish to review the existing arrangements to ensure they are appropriate during school closures, or if additional or alternative arrangements need to be put in place.

Schools should consider signposting to the practical support that's available for reporting harmful or upsetting content as well as bullying and online abuse.

Harmful or upsetting content

Get support by:

- 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.

Bullying or abuse online

You can:

- 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

Schools may also wish to use resources such as [Tootoot](#) to provide a confidential route for pupils to report bullying or abuse.

Schools 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.

19. Online safety advice for parents and carers

Any communications with parents and carers should reinforce the importance of children being safe online. It will be especially important for parents and carers to be aware of what learning their children are being asked to do online, including the sites they will be asked to access and who from the school may be teaching them.

It is especially important for parents and carers to be aware of what their children are being asked to do, including:

- sites they will be asked to use
- school staff their child will interact with.

Schools should emphasise the importance of a safe online environment and encourage parents and carers to set age-appropriate parental controls on digital devices and use internet filters to block malicious websites. These are usually free, but often need to be turned on.

Parents and carers may choose to supplement the school or college online offer with support from online companies and in some cases individual tutors. In their communications with parents and carers, schools and colleges should 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.

Schools can signpost parents and carers to the following information (this could be via the school's website):

- [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 careers 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 including [online safety at home packs](#)
- [UK Safer Internet Centre](#) - advice for parents and carers

20. Online Safety Policy

All schools and colleges should consider the safety of their children when they are asked to work online. The starting point for online teaching should be the same principles as set out in the school's or college's Code of Conduct. The [guidance for safer working practice for those working with children and young people in education settings published by the Safer Recruitment Consortium](#) is also a helpful reference point for this purpose.

This Online Safety policy should include acceptable use of technologies, staff pupil/student relationships and communication including the use of social media. The policy should apply equally to any existing or new online and distance learning arrangements which are introduced.

Schools and colleges should, as much as is reasonably possible, consider if their existing policies adequately reflect the reality of so many children and staff working remotely online. As with the child protection policy, in some cases an annex/addendum summarising key COVID-19 related changes may be more effective than re-writing/re-issuing the whole policy.

Appendix 1: Helpful websites and guidance

Supporting the emotional health and wellbeing of pupils that are still attending school and those who are currently learning remotely in their homes, is of increasing importance at this challenging time. Pupils will also need to be able to seek support about Coronavirus related concerns and ongoing challenges that the lockdown may have exacerbated. It is important that when children and young people are at their most vulnerable, they can access high-quality, trusted sources of support. Below are some organisations that pupils can be safely signposted to, depending on their needs.

<p>The Anna Freud National Centre for Children and Families has published advice and guidance for schools on how to help children and young people in primary, secondary and post-16 settings manage their mental health and wellbeing during times of disruption to their learning.</p>	<p>Supporting school and colleges: a guide to supporting the mental health and wellbeing of pupils and students during periods of disruption (PDF)</p>
<p>Childline has created a new webpage with information for children and young people about Coronavirus. The page includes information about: what Coronavirus is; where children and young people can find help if they are worried; coping if they are staying at home; and what to do if they are feeling unwell.</p>	<p>https://www.childline.org.uk/info-advice/your-feelings/anxiety-stress-panic/worries-about-the-world/coronavirus/</p>
<p>At a time when pupils are likely to increase time spent online for learning and to maintain social connections, it may be prudent to remind your parents of the importance of e-safety.</p>	<p>Net Aware provide guidance around all the popular apps and games, including age and risk ratings.</p> <p>Thinkuknow provides information on staying safe online as well as a range of educational resources that can be utilised for home learning.</p>
<p>The NSPCC has guidance on having difficult conversations with children and young people and has also written guidance on talking to children about the Coronavirus.</p>	<p>https://learning.nspcc.org.uk/safeguarding-child-protection/how-to-have-difficult-conversations-with-children/</p> <p>https://www.nspcc.org.uk/keeping-children-safe/childrens-mental-health/depression-anxiety-mental-health/</p>



The NSPCC has produced guidance for staff who are teaching remotely on how to check in with children and support their mental health and wellbeing.	https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely/
Newsround have information on their website about Coronavirus.	https://www.bbc.co.uk/newsround/51896156
The NSCP have produced a Coronavirus resource pack.	https://www.norfolkscb.org/coronavirus-resources-and-advice/
The NSCP have produced a poster on the essential services available to families at this time.	https://www.norfolkscb.org/essential-services-for-families/

Service – what do they offer?	How can they be accessed?	Notes
CADS number for children and young people	0344 800 8029	
Childline Childline can be contacted about anything. There are lots of different ways to get in touch.	Tel: 0800 1111 Visit: www.childline.org.uk Because of the coronavirus, for now, you can only speak to a Childline counsellor online or on the phone from 9am – midnight. The online resources remain accessible at all times.	Children are likely to benefit from watching the short video that explains how to contact Childline and what happens when you do, including how confidentiality is protected.
Thinkuknow Protecting children online and offline	Visit: www.thinkuknow.co.uk/4_7/child/	
Nelsons Journey A Norfolk charity that supports children and young people up to their 18th birthday who have experienced the death of a significant person in their life. They provide a range of support, appropriate for the needs of each child or young person.	Visit: www.nelsonsjourney.org.uk/young-people Call: 01603 431788 Smiles and tears app Online message board	The website has a range of emotional literacy activities that can be adapted for use with young pupils.



<p>You can talk to one of their bereavement support workers about how you're feeling and about the person who died – sad, funny and everything in between. There's no pressure, and they can book sessions when you would find them helpful.</p>		
<p>Norfolk Constabulary</p>	<p>Call: 101 or in an emergency, 999 You can also report online.</p>	
<p>ChatHealth A text messaging service for children and young people aged 11- 19 years, run by the Norfolk Healthy Child Programme. ChatHealth has experienced clinicians waiting to answer and deal with any messages from young people.</p>	<p>Text 07480 635060 to start a conversation. 9am to 5pm Monday to Friday. Messages outside this time frame receive an automated response letting young people know when they will receive a reply and who to contact to get immediate help.</p>	
<p>Norfolk LGBT Provides support for young LGBT+ people and those questioning their sexuality and gender identity.</p>	<p>Email: blah@norfolklgbtproject.org.uk Facebook: BLAH LGBT+ Youth Project hours are 9am - 9pm Because of the coronavirus, for now, phone lines are not being used, but 1:1 support can be arranged over the telephone.</p>	
<p>Thinkuknow Protecting children online and offline</p>	<p>Visit: www.thinkuknow.co.uk/8_10/</p>	
<p>BEAT Beat is the UK's eating disorder charity. We exist to end the pain and suffering caused by eating disorders. We are a champion, guide and friend to anyone affected, giving individuals experiencing an eating disorder</p>	<p>Visit: www.beateatingdisorders.org.uk/support-services Call Youthline: 0808 801 0711 Helplines are open 365 days a year from 12pm–</p>	



<p>a place where they feel listened to, supported and empowered.</p>	<p>8pm during the week, and 4pm–8pm on weekends and bank holidays.</p> <p>Sometimes lines are busy. If you can't get through immediately, please do try again or try one-to-one web chat.</p>	
<p>Becoming a teen This site is exclusively for teens and tells you everything you need to know about puberty, periods and which products to use!</p>	<p>Visit: www.becomingateen.co.uk</p>	
<p>The Matthew Project Supporting children across Norfolk, with issues around substance misuse and well-being.</p>	<p>Visit: www.matthewproject.org Call Unity Youth Advice Line: 0800 9704866</p>	<p>The website has been updated to include safe using guidance, during Covid-19.</p>
<p>The Rose Project Our dedicated team - consisting of CSE & Therapeutic Practitioners, & Outreach Worker - provides a range of specialist services to young people who are affected by child sexual exploitation (CSE) in Norfolk.</p>	<p>Visit: www.magdalengroup.org/rose-project Call: 0808 800 1037 Live chat also available</p>	
<p>Young Minds Whether you want to know more about how you're feeling, get information about a mental health condition or know what support is available to you, our guides can help</p>	<p>Visit: www.youngminds.org.uk</p>	<p>The website has a free activity to help young people identify their support networks.</p>
<p>Frank Honest information about drugs.</p>	<p>Call: 0300 1236600 Text: 82111 Visit: www.talktofrank.com You can also email/live chat from the website. Services available 24/7, with exception of live chat</p>	



	which is 2pm – 6pm 7 days a week.	
<p>iCaSH Norfolk It's never been easier to have a routine sexual health screen; simply order a kit by clicking on the image and it will be delivered to your door in plain packaging. Then complete the test and pop it back to us freepost. These are free, confidential and easy to use.</p>	<p>Call: 0300 300 3030 Postal STI test kits. Visit: www.icash.nhs.uk/contraception-sexual-health/postal-self-test-kits</p>	
<p>MAP Here for young people finding their way. We will continue to provide vital support about issues such as housing, money & mental health. With schools closing and people having to stay home we will also be working to keep people connected and active.</p>	<p>Phone: 01603 766994 Email: info@map.uk.net We have suspended all face to face group work. Our focus is on one to one support and remote support (phone, online).</p>	
<p>The Mix The Mix is the UK's leading support service for young people under 25. They help young people take on any challenge they're facing - from mental health to money, from homelessness to finding a job, from break-ups to drugs.</p>	<p>Visit: www.themix.org.uk Call: 0808 808 4994</p>	<p>Specific information has been added to support young people to cope with the challenges of Coronavirus: Understanding Coronavirus Health Advice you can trust Feeling bored? 10 fun things you can do at home.</p>



<p>16-19 Health Passport App</p> <p>The Just1Norfolk Health Passport has been developed to support Norfolk 16-19 year olds make the transition into adulthood and to help young people become more independent with their own health needs. The app provides general health information and advice on a variety of topics.</p>	<p>Download from the Apple app store. Download from Google Play store.</p>	
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Appendix 2: Welfare Call guidance

This guidance has been produced to support Designated Safeguarding Leads (DSLs) when making welfare calls to families during the Coronavirus outbreak.

It is important that you ask to speak to the child or young person during the call so you can ascertain how they are feeling.

1. Before you make the call:

Ensure you:

- Are doing so in a confidential space.
- Have an understanding of the safeguarding concerns in relation to the child and family.
- Know who the allocated social worker / family practitioner is (if applicable).
- Plan some specific questions to ask in relation to the concerns about and needs of the family.
- Think about which of these will be scaling questions (see further guidance below in Part 4 about scaling).
- Think about what other tools could help you gather information i.e. if there have been / are concerns about daily routines you could ask some questions from ‘A day in the life of’ template (see Part 5 below).

2. Ask about the following:

Positives / strengths:

What is working well for the family?

What is xxxx enjoying doing?

What are the positives about being at home together?

Worries / concerns:

What are you worried about?



Are you struggling with anything at the moment?
If so, how might this be impacting on family life?
Are you feeling stressed?

Speaking to the child:

How are your mum / dad / siblings?
What are you enjoying at the moment?
How are you feeling?
Have you got any worries?
What are you worried about?
Who can you talk to at home about your worries?
What help does your family need?
Are you feeling safe?
Have there been good things that have happened, which have made you feel happy?
Have there been any bad things that have happened, which have made you feel upset?
What school work have you been doing?
What has been your favourite activity you have done so far?

General questions:

Have you had any contact from the other professionals working with you? (if applicable).
When was this? What support is being offered?
Has xxxx been completing the school work given to them?
Are you in touch with relatives, neighbours, any other support network via telephone, Skype etc?
Are you managing to get food shopping?
Is your child due any medical appointments soon?
Have you got all the medication you need?
Can school do anything to help?

3. After the call:

Make sure any actions are recorded carefully.
Share this information with senior leaders / other DSLs / other professionals working with the family as appropriate.
File this information on the child's individual safeguarding file.

The information below is taken from Pears Family School which was founded by the Anna Freud Centre. It gives guidance on phone contact with families in response to the Coronavirus crisis.

The following script and checklist is to be used by teachers calling home as part of our Coronavirus response provision. Obviously, you will personalise the delivery to make it more informal, but it is designed to ensure you cover the essential questions and glean the most information. Remember that in response to any questions you cannot answer, you can always say that you will find out and get back to them.

Hello,

Is this a good time for a quick catch up on how you and [students name] are coping in this strange time? You are very much in our minds and we are interested to know how you are coping either at home or when you come into school.

We are interested in your ideas on how (students name) learning is progressing and, of course, his/her well-being.

Is it ok if I ask a few questions about (students name) work and wellbeing?

As you know, as a school we are also interested in your well-being and we will be asking you how things are going generally at the end of the call - but first I want to check a few things - sorry if it sounds like you're having an interview.

Academic Progress

How often and for how long is your child working?

How are they managing following the timetable?

Are there any activities they are enjoying in particular?

Is there anything they have been asked to do that you are struggling with?

If a parent identifies the child is struggling to be motivated to follow the timetable and complete work:

- Advise on alternative approaches to completing tasks to make them more motivating e.g have you tried putting the work into a game.
- Advise on small chunks of work and building them up over time and praising children for even very small amounts of work.
- If there are particular activities they are enjoying we may be able to get more of those things to them.

Wellbeing

How does your child seem in themselves? Is it similar to when they are at school?

Are they sleeping less or more and how is their eating?

Any other signs that your child might be stressed?

How often is your child getting outside?

Have you got any concerns?

Parent/adult check in and chat

Now, how are you doing?

Do you have any particular concerns at this time?

How is your family coping?

Would you like a time to talk about worries you may have?

Who is supporting you right now?

If a parent identifies they are struggling:

- Acknowledge this is a very difficult and uncertain time and many people will be struggling with the impact of social-distancing.
- Remind parents of any support that the school can offer i.e. a phone call from the Parent Support Advisor.



- Signpost the parent to any relevant websites that may offer support.

If parents identify questions about government guidance:

- Answer if you feel happy to, if you do not know the answer or don't feel comfortable giving advice:
- I have noted that query down and will find out more information and get back to you.

Thank you very much for answering those questions. We understand this is a very difficult time for you. Stay safe and keep well. We'll keep in touch.

4. Scaling Questions

The guidance below is taken from the [Norfolk Safeguarding Children Partnership \(NSCP\) website](#). Scaling questions are integral to the Signs of Safety approach and these will give DSLs an insight into how the child and family are currently feeling. These questions can then be re-scaled on the next welfare call to see if things have improved or got worse.

Think carefully about which questions you may ask them to scale during your conversation.

➤ Explain the scaling question
You can explain this by asking.... Imagine a scale from 0 to 10, where the 10 means..... (the situation based on what you and the family want to achieve) and the 0 means..... (nothing of that situation has been achieved and the child is still at risk).
➤ Ask about the current position
Where are you now on this scale?
➤ Ask about what is already there
Focus on what is there between the 0 position and the current position. Example questions: How did you manage to get to your current position on the scale? What has helped to get you there? What worked well? What else has helped?
Encourage them and keep asking for more details until you get a positive description of what that person has done that helped.
➤ Ask about a past success



Ask about a situation in the past where they were already a bit higher on the scale.

Questions you can ask:

Have you already been higher on the scale than your current position?

What was the highest point you have been at on the scale?

What was different then?

What did you do differently?

What worked well?

Encourage them to calmly look for an example of a past success. Ask about this situation until you get a positive description of what they did that worked in that situation.

➤ **Visualize one step higher**

Invite them to describe what that situation will be like when they will be one step higher on the scale.

Example questions are:

What will one step higher on the scale look like?

How will you notice you have reached one step higher on the scale?

What will be different then?

What will you be able to do then?

➤ **Ask about a small step forward**

Invite them to name one step forward he or she may take.

Example questions:

Has what we have discussed been helpful for you choosing a step forward?

What might that step be?

What would help you take that step?



5. ESTABLISHING A DAY IN THE LIFE OF A SCHOOL AGE CHILD

This tool supports workers to gain a good understanding of a child or young person daily routine. It should help to identify positives or strengths in the child or young person’s daily routine, as well highlighting areas where there may be concerns. The tool is adapted from Bolton’s Safeguarding Children Board Framework for Action.

It is not expected that all of these questions are asked during a welfare check. The information has been included in its entirety in this guidance as a prompt for DSLs when preparing to speak with families.

DSLs will know about the concerns in relation to the family prior to the Coronavirus outbreak and therefore pertinent questions can be asked to gain an insight into family life as it stands currently.

Asking open questions about the routines and activities taking place in the household will help DSLs gain a picture over time and will help when assessing culminative risk.

Question	Factors to Consider
Do you get yourself up in the morning?	Is the child expected to get themselves up? Is there a regular routine or does it depend on the motivation of the carer? Does the child have to take responsibility for carers and /or siblings in the morning? Is an alarm clock /mobile phone used to make sure child is up in time for school /play school etc?
Do you have anything to eat?	Is there usually food in the house? What is available to the child? Does an adult/sibling or child themselves take responsibility for preparing breakfast? Is the child given money to buy something on way to school? If so, what do they tend to buy?
What happens about getting dressed?	Are clothes readily available, clean and in a good state of repair? Does the child have to find their own clothes? Do they have their own clothing? What happens about washing, etc? Does the child wash and brush their teeth in the morning? Is this appropriately supervised? Are there facilities available, e.g. tooth brush?



In the section below the child would normally be asked about school, however in the current circumstances it will be important to establish what life is like for the child whilst not attending school.

<p>What happens in the household currently?</p>	<p>What is the routine in the household during the week currently?</p> <p>Is there a structure/timetable?</p> <p>Is the child completing the tasks set by school?</p> <p>Is the child getting to spend time outside?</p> <p>How much time is the child spending online?</p> <p>How is the child getting along with their parents or carers?</p> <p>How is the child getting along with their siblings?</p> <p>Does the child have any caring responsibilities?</p> <p>Are they expected to do errands, etc. for their parents or carers?</p> <p>What is the child finding most difficult about being at home?</p> <p>What is the child enjoying most about being at home?</p>
<p>What happens if it's the weekend or school holidays?</p>	<p>Is the child expected to look after other children and/or the carer?</p> <p>Are they expected to do errands, etc. for the carer?</p> <p>How do they spend their time?</p> <p>Do they have any friends?</p> <p>Are they left unsupervised or allowed to undertake inappropriate activities?</p> <p>What happens about food? (Consider areas below)</p>

<p>What happens in the evening?</p>	<p>Is there food available?</p> <p>What kind of food does the child eat in the evening?</p> <p>What does the child enjoy eating best? How often do they have this?</p> <p>Does anyone prepare an evening meal? If so does the family eat together?</p> <p>If not, does the child get their own food and/or get food for others?</p> <p>When does the child usually have their last meal/snack?</p> <p>What happens if the child says they are hungry?</p>
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	<p>Does the child spend their time watching TV? Do they go out - where and with whom?</p> <p>Does the child enjoy games and toys; which ones? Do they have toys?</p> <p>What do the carers do in the evening? What does the child think about their activities?</p> <p>Does anyone talk to the child or give them any attention?</p> <p>Is the child left alone or expected to supervise other children in the evenings?</p>
What happens at bed time?	<p>Does the child have a bedtime?</p> <p>Who decides when the child goes to bed?</p> <p>Where does the child sleep?</p> <p>Do they change their clothes before bed?</p> <p>Do they have a wash and brush their teeth?</p> <p>Does the child get disturbed? E.g. carers making a noise, child sleeping on settee.</p> <p>Is the child left alone at night and/or expected to look after other children?</p>



Appendix 3: CONFIDENTIAL FILE NOTE: RECORD OF WELFARE CALL

Pupil Name:	DOB:	Class/Form:

Date and time:		Parent / carer spoken with:	
DSL making the call:		Was the child spoken with? If no, why not?	

Details/Key Points discussed (including the response(s) to scaling questions):

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Agreed actions:

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DSL Name:

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Signature:

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Evidence of follow-up action taken by DSL:

Full name:

DSL Signature:

Date:

Appendix 4: Education Protocol when receiving a pupil from another educational setting during the Covid-19 Pandemic

The following offers some guidance and principles in relation to the planned movement of children between different educational settings during the Covid-19 pandemic. This protocol acknowledges the importance of safeguarding both pupils and staff and the importance of effective communication between all educational settings, the Local Authority and educational trusts.

Through effective joint work and clear and continuous lines of communication, educational settings should have the required information to continue 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.

Protocol Checklist

- The welcoming school will have agreed to receive the child or been notified by the local authority.
- No child should arrive at any school unexpectedly unless in an emergency when the parent or carer will provide as much of the information required for the form below as possible.
- The welcoming school will receive information on the 'Special Circumstances' form or equivalent from the substantive school. This information will be destroyed once educational settings return to being open for all pupils.
- The welcoming school provides the parent or carer with the information it needs to know about the school.
- The welcoming school receives key information from a key member of staff at substantive school in advance of the child arriving or as soon as practically possible on their first day. This will include safeguarding information.
- The substantive school should ensure the parent or carer knows who their contact is in the welcoming school regarding any safeguarding matters. This will ensure that the parent or carer feels confident that confidentiality is managed.
- There should be an agreement between the welcoming and substantive school making clear the respective roles and responsibilities in relation to safeguarding and attendance. For example: how safeguarding and attendance concerns will be followed up and by whom.
- A summary of safeguarding information related to the child, including historical concerns, current risks and any multi-agency plans for the family should be shared with the welcoming school, by the substantive school if appropriate. The DSL from the substantive school remains responsible for the safeguarding of the child in line with 'Keeping Children Safe in Education' (2020).
- The substantive school informs any outside agencies that the pupil has moved to another school.
- The welcoming school records attendance in line with current DfE guidance.
- The welcoming school carries out their induction process for a new pupil starting the school. Include timings of day; key staff, safeguarding team; tour of relevant areas within the school; a "buddy"; reward system; behaviour system.



- The welcoming school to liaise with substantive school at regular intervals.
- If there are any behavioural issues whilst at the welcoming school, they will be dealt with in line with the welcoming school's behaviour policy.
- Children will be expected, where possible, to wear the substantive school's uniform. **Special Circumstances Admissions-** *to be shared with relevant personnel, including kitchen staff, DSL, school office etc.*

Section 1- Pupil Personal Details (from substantive school) This information will be destroyed once educational settings return to being open for all pupils.

Pupil's surname		Pupil's forename	
Date of birth		Gender	
Pupil's address			
Parent / Carer emergency contact details	Contact 1		Contact 2
	Relationship to child:		Relationship to child:
	Home phone:		Home phone:
	Mobile:		Mobile:
	Email:		Email:
Doctor and GP Practice details			
Medical conditions / allergies / dietary			
Substantive school name		Year group	
Substantive school address			
Substantive school contact details			
Key member of staff from substantive setting contact details			
Safeguarding	Yes		No
SEND	Yes (no EHCP) []	Yes (with EHCP) []	No []
Child in Care	Yes		No



Other agencies involved and contact details		
Free school meals	Yes	No

Section 2 - Completed by Parent or Carer on arrival

This information will be destroyed once educational settings return to being open for all pupils.

Key worker role (if applicable)			Checked by school []
Who will be collecting the child and contact details		Lunch arrangements	Free school meal [] Paid school meal [] Packed lunch []
Wrap Around Care (if applicable)			
I do / do not give consent for school staff to seek emergency medical treatment for my child in the event of an accident or serious illness.			
I do / do not give consent for emergency pain relief to be administered in the form of paracetamol.			
Images will not be taken or used of your child, therefore consent for this is not required.			

Signed: Parent/Guardian:		Date:	
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