



## **Addendum to Safeguarding Policy**

### **Covid-19 Arrangements from 8<sup>th</sup> March 2021**

#### **1 Context**

- 1.1 This Addendum has been added to the school safeguarding policy following the period of partial closure between January 5<sup>th</sup> 2021 and March 8<sup>th</sup>, 2021. From the 8<sup>th</sup> of March 2021, all children, except those who are clinically extremely vulnerable and have been directed to shield at home, are expected to attend school.
- 1.2 This addendum has been added to provide all stakeholders with additional information about the school's safeguarding and child protection arrangements from the 8<sup>th</sup> of March 2021.

#### **2 Guidance**

- 2.1 The school continues to comply with all statutory safeguarding and child protection guidance during this time, including [Keeping Children Safe in Education \(2020\)](#)<sup>1</sup>.
- 2.2 The school is currently operating under the latest Covid-19 guidance from the Department of Education, '[Schools coronavirus \(COVID-19\) operational guidance \(February 2021\)](#)' and '[Actions for early years and childcare providers during the coronavirus \(COVID-19\) outbreak \(February 2021\)](#)'

#### **3 What to do if you have a concern about a child**

- 3.1 A trained Designated Safeguarding Lead (DSL) or Deputy Designated Safeguarding Lead will always be available during school hours (including during breakfast club and after school provision). Wherever possible, a trained DSL or deputy DSL will be available on site. Where this is not possible, a trained DSL (or deputy DSL) will be available to be contacted via phone or videoconferencing (Microsoft Teams). In this instance, an appropriate senior leader will take responsibility for safeguarding on site.
- 3.2 Any changes in arrangements for contacting the DSL/DDSLs will be shared with staff as soon as possible during the working day, as well as any relevant safeguarding and child protection updates and training.
- 3.3 If the school becomes aware that a child is suffering, has suffered, or is at risk of suffering harm or abuse, this will be managed in line with procedures outlined in the main body of the school's safeguarding and child protection policy.

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<sup>1</sup> This document was last updated in January 2021, to reflect arrangements following the UK's departure from the European Union. However, it is still referred to as 'Keeping Children Safe in Education (2020)'.

## Attendance

- 4.1 In line with government guidance, we expect all children to attend school unless they are self-isolating or shielding. The school is responsible for recording attendance, following up absence and reporting children missing education to the local authority.
- 4.2 Parents or carers should contact the school on the first day of absence and inform the school of the reason why the child is not in attendance. Parents should inform the school of any COVID-19 tests that have been carried out and continue to keep the school informed of reasons for absence, as appropriate.
- 4.3 From 8th March 2021, we will record attendance in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended) for all pupils.
- 4.4 In accordance with the 'Remote Education Temporary Continuity Direction', the school will provide remote education to pupils who are unable to attend school because they are complying with government COVID-19 guidance or legislation. We will keep a record of remote education delivered.
- 4.5 Absence information will be recorded in the register using the appropriate codes. Information about school attendance codes can be found in:
- [School attendance: Guidance for maintained schools, academies, independent schools, and local authorities \(August 2020\)](#)
  - [Schools coronavirus \(COVID-19\) operational guidance](#)
- 4.6 Where pupils are not able to attend school, as they are following clinical or public health advice related to coronavirus (COVID-19), the absence will not be penalised.
- 4.7 We understand that some parents, carers, and children may be anxious about children returning to school. We will work closely with families who are finding the transition more challenging to ensure that children are attending regularly.
- 4.8 We will work with other agencies (e.g., health and other education professionals) to support school attendance if this is required. We will continue to notify the pupil's social worker (if they have one) of any non-attendance.

## 5 Supporting children who are learning at home

- 5.1 In the event that children are required to shield or to self-isolate, the school will continue to provide remote education and pastoral support.
- 5.2 We will do this using class dojo to provide learning and communication with school and regular telephone contact with a staff member. The regularity of this contact and who will make the contact, will be looked at by the senior leadership team and will be decided in light of this discussion taking all relevant factors into account. This will depend on several factors such as whether the child is considered vulnerable due to a safeguarding issue or SEND for example.
- 5.3 In the event that a member of our school community (a child or a member of their family, for example) need to seek safeguarding or wellbeing support, they should contact the class teacher, headteacher, DSL or family support worker in school via phone, email, or class dojo.

## **5.4 Vulnerable children**

5.4.1 If pupils who are self-isolating or shielding are within the government definition of 'vulnerable', we will keep in regular contact with them by phone contact, e communication and if necessary, doorstep visits.

5.4.2 When a vulnerable pupil is required to self-isolate, we will:

- notify their social worker (if they have one).
- agree with the social worker the best way to maintain contact and offer support.
- check if a vulnerable pupil is able to access remote education support.
- support them to access it (as far as possible); and if necessary and if devices are available provide suitable technology.
- Regularly check if they are accessing remote education.

5.4.3 The government considers children to be vulnerable if they

- are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a child in need plan, a child protection plan or who are a looked-after child
- have an education, health, and care (EHC) plan
- have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
  - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
  - adopted children or children on a special guardianship order
  - those at risk of becoming NEET ('not in employment, education or training')
  - those living in temporary accommodation
  - those who are young carers
  - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
  - care leavers
  - others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health

5.5 We recognise that provision for pupils who have SEND (Special Educational Needs or Disabilities) may have been disrupted during the period of restrictions on attendance. We will work with local services (such as health and the local authority) to ensure the services and support are in place for a smooth return to schools for pupils.

## **5.6 Clinically extremely vulnerable (CEV) children**

5.6.1 Children who have been confirmed as clinically extremely vulnerable and have received a shielding letter should not attend school until they have been removed from the shielding patient list. We will support these children by providing remote learning via class dojo and ensure that they have some contact with the class via video link (zoom) if possible and maintain communication via class dojo. A member of staff will phone home weekly. Wherever possible this will be the class teacher.

5.6.2 The school may request to see a copy of the child's shielding letter.

## **6 Supporting children on site**

- 6.1 Hopping Hill Primary School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID-19. Procedures in place in school are detailed in the school's COVID risk assessment.
- 6.2 Hopping Hill Primary School understands that some children will find the transition back into school challenging and will plan activities and learning that takes this into account including time outdoors, mindfulness activities and increased opportunities for activities that promote positive social, emotional and mental health. Teachers will complete an activity with their class that allows them to share any worries or concerns and the DSL will monitor these responses and act where concerns are raised.
- 6.3 Hopping Hill have close links and regular contact with the school nurse and will seek advice and share relevant information about wellbeing, physical and mental health of members of the school community.

## **7 Children attending Alternative Provision**

- 7.1 If a child is attending, an alternative provision on a part time basis Hopping Hill will work closely alongside them to ensure information sharing about the child's wellbeing and to ensure that the COVID risk assessments in place by both settings are shared and adhered to. The setting will be informed who the safeguarding lead is and how to pass on safeguarding and other concerns that they may have about a child.

## **8 Safer recruitment of staff and volunteers**

- 8.1 The school continues to adhere to Keeping Children Safe in Education (2020) and all relevant legislation relating to safer recruitment.
- 8.2 The school will adhere to all government guidance in relation to checking identification for the purposes of obtaining Disclosure and Barring Service checks and when conducting interviews.
- 8.3 Where Hopping Hill Primary School is utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 183 to 188 of Keeping Children Safe in Education (2020). Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.
- 8.4 Hopping Hill Primary School will continue to update the single central record and will log details of any risk assessment carried out on volunteers and any temporary staff from other educational institutions.
- 8.5 Volunteers will be asked and encouraged to take part in the twice weekly lateral flow testing system, and it will be made clear to them that they will need to follow guidance with regard to self-isolating , follow up PCR testing and keeping school informed .

## 9 Online safety and remote learning

9.1 The school recognises that children both on-site and off-site are vulnerable to abuse and radicalisation online. Children who are at home, because they are self-isolating, or shielding may be spending more time online and this increases their vulnerability.

9.2 Hopping Hill Primary School recognises that additional safeguarding arrangements are required to ensure that children are safe online at this time.

9.3 All staff will continue to look out for any signs that indicate a child may be at risk online and will report and respond to concerns in line with this policy.

9.4 Children who are not attending school and their families have access, alongside the rest of the school community, to information about how to keep safe online. This information is shared regularly via class dojo and children are regularly reminded of their safety network.

9.5 The school is legally required to provide suitable remote learning for children whilst they are out of school. We are using technology to deliver learning to pupils who are at home. In order to ensure that children are safe when learning online, the school have.

- Developed a system for sharing online learning that uses well know reliable and safe sites such as Class Dojo (only accessible by the school community) White Rose Maths, Oak National Academy, Literacy Shed and BBC learning.
- Shared information with parents regarding the need for supervision while their children access learning at home.
- Provided where appropriate, families with technology that allows them to access learning on a device that is not a parent or student phone device.

9.6 All communication with pupils and parents/carers will take place using school provided or approved communication channels; for example, school email accounts, Class Dojo and password protected zoom meetings where the link has only been shared with the class communities.

9.7 Any pre-existing relationships or situations which mean this cannot be complied with will be discussed with the DSL.

9.8 Hopping Hill Primary School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

9.9 Staff and learners will engage with remote teaching and learning in line with existing behaviour principles as set out in our staff code of conduct, school rules and Zoom code of conduct.

9.10 When delivering remote learning, staff at Hopping Hill Primary School will:

- Only use online tools that have been evaluated and agreed by leadership.
- Ensure remote learning activities are planned in accordance with our curriculum policies, taking learner needs and technology access into account.
- Where possible, pre-record content.

9.11 If remote learning is taking place ‘live’ using webcams or chat facilities, staff and learners will ensure a professional environment is maintained. Live remote communication will only be undertaken as class sessions providing an opportunity for social contact or on the instance that a teacher has to self-isolate, but their class does not. In these circumstances the class will be in school supervised by a staff member. The following will be adhered to for all online communications and activities.

- Class Dojo will form a record of the times and dates of zoom virtual social meetings
- No other live remote teaching where the child is at home, will take place.
- Live sessions will involve at least two members of staff where possible.
- Sessions will not be delivered in any 1:1 situation, unless pre-approval has been given by the DSL and/or Headteacher and the session is auditable.
- Staff will remind pupils at the start of session about the expectations of behaviour.
- Staff will revisit the code of conduct with pupils, as necessary.
- All participants will wear suitable dress, use professional language, and ensure backgrounds of videos (live or pre-recorded) are appropriate.
- Staff and learners should ensure inappropriate personal information and/or, inappropriate or unsuitable personal items are not visible.
- Where possible, other household members should not be in the background or in shot; if this unavoidable, they should follow appropriate language and behaviour expectations.
- If live streaming, staff will mute and/or disable learners’ videos and microphones, as required.

9.12 Learners are encouraged to report concerns to a member of staff or a trusted adult at home. Where this is not possible, additional support can be accessed online via:

- Childline: [www.childline.org.uk](http://www.childline.org.uk)
- UK Safer Internet Centre’s ‘Report Harmful Content’:  
<https://reportharmfulcontent.com>
- National Crime Agency Child Exploitation and Online Protection Command (NCA-CEOP): [www.ceop.police.uk/safety-centre](http://www.ceop.police.uk/safety-centre)

9.13 Staff have received updated safeguarding training to ensure that they are equipped with the skills to keep children safe when using technology for remote learning.

9.14 Use of staff and learner personal devices, including mobile phones, will be managed in line with our existing mobile technology policy.

## 10 Contingency Planning

10.1 In the event that restrictions in schools are needed to help contain the spread of the virus, we will refer to the contingency framework<sup>2</sup>, which has been updated and outlines how

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<sup>2</sup> <https://www.gov.uk/government/publications/coronavirus-covid-19-contingency-framework-for-education-and-childcare-settings/contingency-framework-education-and-childcare-settings-excluding-universities>

schools should operate in the event of any restrictions. We will always ensure that safeguarding children is our priority and work within restrictions to keep children safe.

## **11 Review**

11.1 This addendum will be reviewed, updated, and re-issued as necessary, to reflect government guidance. All staff will be made aware of any changes.