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Through Learning**

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**COVID-19 IFtL and school closure arrangements  
for Safeguarding and Child Protection at  
Chestnuts Primary**

January 2021 to July 2021

***This Policy is in addition to the IFtL Child Protection Policy and the School policies and therefore all procedures and processes outlined in these policies are still in place. This policy is specific to outline the IFtL Trust and school-specific arrangements in response to COVID-19.***

*At Inspiring Futures through Learning, we are driven by our pursuit of excellence every day. We have high expectations of learning, behaviour and respect for every member of our community. We create independent, articulate thinkers and learners who have confidence in, not only their individual ambitions, but also those of the Academy and The Trust as a whole. We have collaboration at the heart of everything we do and our vision is to nurture exciting, innovative, outstanding Academies who embrace change and provide a world-class education for all it serves.*

**School Name: Chestnuts Primary School**

**Policy owner: IFtL**

**Date: January 2021**

**Date shared with staff: February 2021**

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Scope: IFtL Multi-Academy Trust (MAT) & Academies within the MAT	
<b>Version:</b>  V2– 14/01/2021	<b>Filename:</b>  IFtL – COVID-19 IFtL and school closure arrangements for Safeguarding and Child Protection Policy
<b>Approval:</b>  This policy was ratified by the IFtL Trustees on January 20 <sup>th</sup> 2021	<b>Next Review on or before:</b>  <b>September 2021</b>  <i>This policy will be reviewed annually by the IFtL Executive committee and approved by the Trustees at least on an annual basis (although amendments prior to this may occur to reflect the key changes and proposals within curriculum currently occurring)</i>
<b>Owner:</b>  IFtL Trustees  <b>Schools must personalise this policy and add information specific and pertinent to their Child Protection and Safeguarding Procedures in response to the changes due to the COVID-19 virus.</b>	<b>Union Status:</b>  Not applicable

Policy type:	
Statutory	Recommend publishing on website

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## 1. Context

From Tuesday 5<sup>th</sup> January 2021, we entered a new lock down period where schools were to remain open only for children of critical workers and vulnerable children and for those children within nursery. All other children are to remain at home and receive a remote education. This is to continue to at least February half term and will then be reviewed to see if this continues for a further period of time.

This means that as a Trust and all our schools need to ensure we have robust safeguarding procedures in place for both children in attendance to school and those who are learning from the home environment. This policy has been updated to reflect this latest move to remote education for most pupils.

This addendum of the IFtL and Chestnuts Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

1. **Context**.....
2. **Contacts**.....
3. **Vulnerable children**.....
4. **Critical Workers**.....
5. **Attendance monitoring**.....
6. **Designated Safeguarding Lead**.....
7. **Reporting a concern**.....
8. **Safeguarding Training and induction**.....
9. **Safer recruitment/volunteers and movement of staff**.....
10. **Online safety and remote learning**.....
11. **Online safety in schools**.....
12. **Children and online safety away from school**.....
13. **Supporting children not in school**.....
14. **Supporting children in school**.....
15. **Peer on Peer Abuse**.....
16. **Safe working guidance**.....
17. **Shielding and protecting people defined on medical grounds as extremely vulnerable from COVID-19**.....
18. **Support from the IFtL Multi-Academy Trust**.....
19. **School requirements**.....
20. **Safeguarding Statement**.....

## **APPENDICIES:**

**Appendix One:** Out of Hours Support for parent/ carers

**Appendix Two:** Parents Help sheet - Thinkuknow safety programme from CEOP

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## Appendix Three: Andrew Hall Interim DfE Safeguarding Guidance: Actions required

### 2. Key contacts

Role	Name	Contact number	Email
<b>IFtL Designated Lead</b>	Kimberley Kemp	07841 421827	kkemp@iftl.co.uk
<b>IFtL ITT/ MKTSA Designated Safeguarding Lead</b>	Michelle Gardner	01908 533283	mgarder@mkitt.co.uk
<b>Chief Executive Officer</b>	Sarah Bennett	01908 533283	sbennet@iftl.co.uk
<b>Chair of Trustees</b>	Marilyn Hubbard	01908 533283	mhubbard@iftl.co.uk
<b>IFtL Safeguarding Trustee</b>	Dawn Rogers	01908 533283	drogers@iftl.co.uk
<b>IFtL Remote Learning and On-line Safety Trustee</b>	Ben Stanley	01908 533283	bstanley@iftl.co.uk
<b>IFtL GDPR Officer</b>	Jason Smith	01908 533283	jsmith@iftl.co.uk
<b>School Designated Safeguarding Lead</b>	Becky Skillings	01908 373748	becky.skillings@chestnuts.milton-keynes.sch.uk
<b>School Deputy Safeguarding Lead</b>	Karen Wilkes Sam Sear Nicola Tearle	01908 373748	Karen.wilkes@chestnuts.milton-keynes.sch.uk Sam.sear@chestnuts.milton-keynes.sch.uk Nicola.tearle@chestnuts.milton-keynes.sch.uk
<b>Head Teacher</b>	Becky Skillings	01908 373748	becky.skillings@chestnuts.milton-keynes.sch.uk
<b>Named school leader for remote learning</b>	Katie Robins	01908 373748	Katie.robins@chestnuts.milton-keynes.sch.uk
<b>Chair of Governors</b>	Wayne Scott	01908 373748	

The initial March 2020 COVID-19 safeguarding [guidance](#) suggested where schools and trusts might consider safeguarding policy and process differently during COVID-19 (now withdrawn but includes some useful information and reminders).

This approach to ensure safety of both pupils in school and those learning from home remains key during this January lockdown which commenced 5<sup>th</sup> January 2021. Government safeguarding guidance, including for remote learning, and all key safeguarding requirements, including KCSIE January 2021 and Working Together to Safeguard Children, 2018, will continue to be followed by all IFtL Schools; and this policy outlines the safeguarding and child protection procedures in Chestnuts which will be used in response to the COVID-19 virus

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and the current lockdown. All government guidelines will be followed and all schools will ensure they remain up-to-date and respond to this guidance in a timely manner.

Key guidance includes:

- Actions for schools during Corona virus outbreak - Restricting attendance during lockdown: schools and what to do if a pupil is displaying symptoms

<https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak>

- Safeguarding and remote education during coronavirus (COVID-19) as outlined in the document: [Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](#)

***This Policy is an addition to the IFtL Child Protection Policy and the School policies and therefore all procedures and processes outlined in these policies are still in place. This policy is specific to outline the IFtL Trust and school-specific arrangements in response to COVID-19.***

### **3. Vulnerable children**

Vulnerable children and young people include those who:

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

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All the schools will consider the needs of all children and young people with an EHC plan, alongside the views of their parents/cares, and make a risk assessment for each child or young person. Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services.

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

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

Each school within IFtL will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead person within Chestnuts for this will be: Sam Sear and Nicola Tearle

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at increased risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Chestnuts will explore the reasons for this directly with the parent/ carer.

Our IFtL schools will liaise closely with the parent/ carers and the social worker to agree the best way to protect this group of vulnerable children. In circumstances where a parent/carer does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and Chestnuts will explore the reasons for this directly with the parent/carer.

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

Social workers must also be notified about vulnerable children who need to self-isolate to agree 'the best way to maintain contact and offer support to the vulnerable child or young person.

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

Finally, all schools must check if vulnerable children are '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.

#### **4. Critical workers**

Parents whose work is critical to the coronavirus (COVID-19) and EU transition response include those who work in health and social care and in other key sectors.

Parents and carers who are critical workers should keep their children at home if they can. Where a critical worker parent or carer notifies a school that their child requires full-time onsite provision, the school should make this available. It is important that on-site provision is provided for these pupils, and there is no limit to numbers of these pupils who may attend and schools should not limit attendance of these groups.

#### **5. Attendance monitoring**

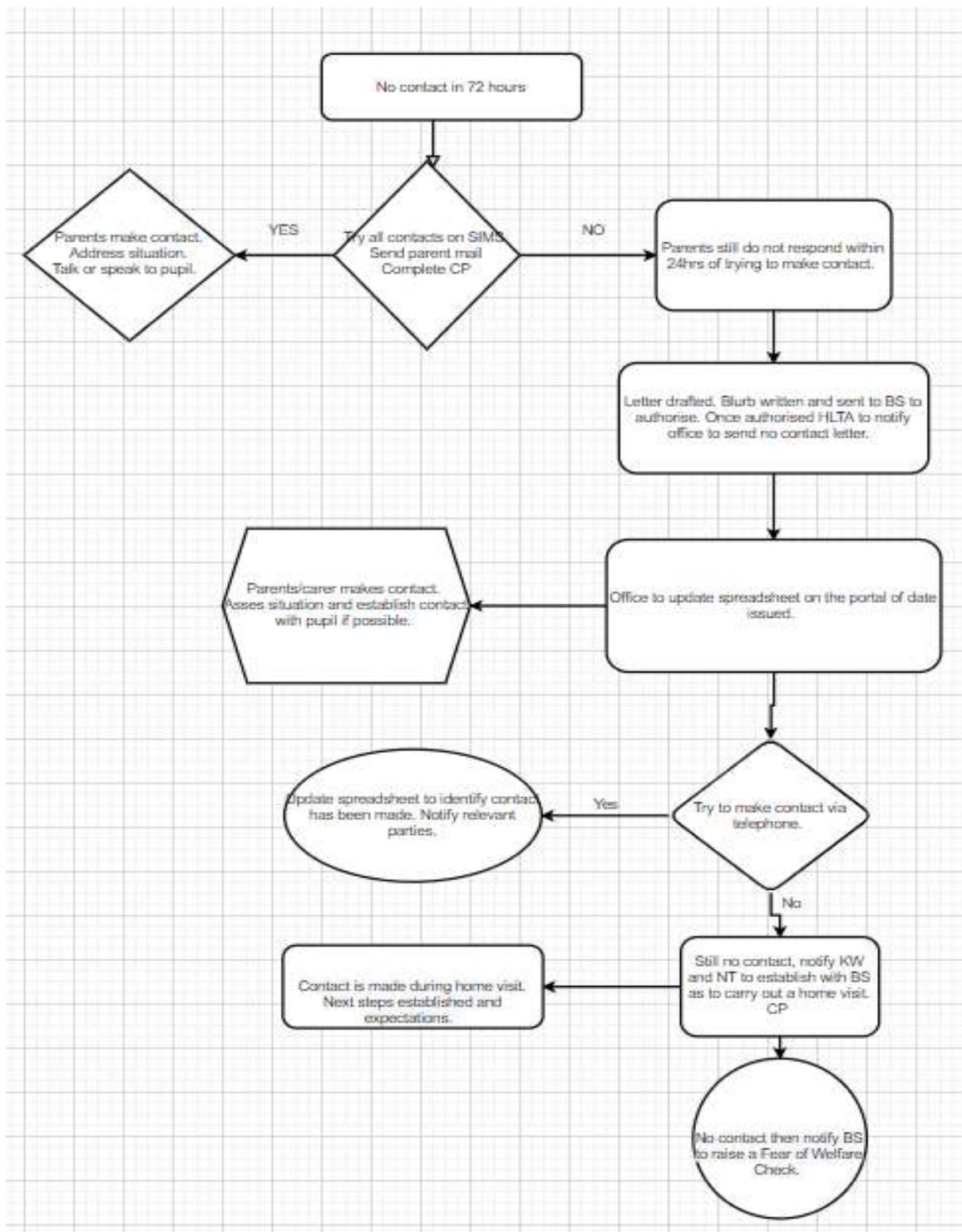
DfE guidance states,

'During the period of national lockdown, primary, secondary, alternative provision and special schools will remain open to vulnerable children and young people and the children of critical workers only (recognising that the characteristics of the cohorts in special schools and alternative provision will mean these settings continue to offer face to face provision for all pupils, where appropriate). All other pupils should receive remote education.'

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

The normal first day response will be followed for any children who are expected in school but do not attend; this includes phone calls being made to the parents/carers in the morning of the first day of non-attendance. If the school cannot obtain contact with the parent/carers then the normal safeguarding procedures outlined in the safeguarding and child protection policy will be implemented. Home visits will occur, following strict social distancing guidelines and with at least two members of staff, where there are concerns about the potential safety of a child.





To support the above, Chestnuts will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

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

### **Attendance recording**

All pupils who are not eligible and therefore not expected to be in school during the lockdown weeks commencing 5<sup>th</sup> January 2021, should be recorded as 'code X'. They are Not attending because they are following public health advice.

Vulnerable children: As vulnerable children are still expected to attend school full time, they should not be marked as Code X if they are not in school (except if they are shielding, self-isolating or quarantining). If the parent of a vulnerable child wishes their child to be absent, the parent should let the school know. The Department expects schools to grant applications for leave of absence given the exceptional circumstances. This should be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.

Children of critical workers: As with vulnerable children, critical worker parents and carers should let schools know if their child will not be attending an arranged session This should be recorded as code C (leave of absence authorised by the school) unless another authorised absence code is more applicable.

Children for whom on-site provision is being provided should be recorded in line with the normal school attendance requirements.

Shielding advice is currently in place, and so all children still deemed clinically extremely vulnerable are advised not to attend school. These children should be recorded as 'code X'.

## **6. Designated Safeguarding Lead**

Any concerns in relation to children and their families will follow the processes and procedures outlined in the school child protection and safeguarding policy.

Chestnuts school has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is Becky Skillings

The Deputy Designated Safeguarding Leads are Karen Wilkes, Sam Sear and Nicola Tearle

IFtL Designated Lead is Kimberley Kemp

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The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

**All our IFtL schools will aim to ensure there is always at least one DSL on site unless there are extenuating circumstances. In these extenuating circumstances, where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.**

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy) and as required liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.

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

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

## **7. Reporting a concern**

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding and Child Protection Policy, this includes making a report via Behaviour Watch which can be done remotely. The concern should be acted upon **immediately** and logged accordingly.

In the unlikely event that a member of staff cannot access their Behaviour Watch from home, they should email the Designated Safeguarding Lead, Headteacher and the Trust IFtL Designated Safeguarding Lead Kim Kemp. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

If a concern is raised out of hours, the staff member should report the concern on Behaviour Watch and alert the DSL using the contacts outlined in the school safeguarding policy. If a response is not received, you must continue to exhaust all contacts in the key contact section of the school child protection policy.

Where staff are concerned about an adult working with children in the school, they should report the concern to the headteacher as per normal school process. If there is a

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requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher. If the headteacher is off-site, their number should be available to all staff so they can be contactable.

Concerns around the Headteacher should be directed to the Chair of Governors: Wayne Scott

The Multi-Academy Trust will continue to offer support in the process of managing allegations. Please contact Kim Kemp on 07841 421827 or via email at [kkemp@iftl.co.uk](mailto:kkemp@iftl.co.uk) should any support be required.

The process for whistleblowing remains as outlined within the IFtL Whistleblowing Policy which is available on the school website and the IFtL website.

### **Safeguarding Priorities:**

The Safeguarding priorities for Milton Keynes and Northamptonshire are:

1. County Lines
2. Domestic Violence
3. Mental Health
4. Internet Safety (for Northamptonshire)

Schools need to ensure staff are aware of these and the key signs and symptoms.

### **Prevalent Safeguarding Concerns**

During the March lockdown, there were a number of key safeguarding and child protection concerns which reportedly increased and these included:

- Domestic violence
- Mental health and illness
- County lines
- Bereavement and illness
- Homelessness

Again, all our schools need to be aware of this and be extra vigilant for signs and symptoms of these and report concerns in line with normal school procedures.

### **Operation Encompass - a helpline for children affected by domestic abuse**

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The Operation Encompass Teachers Helpline, funded by Home Office and the Department for Education, has extended its operating hours from Monday 4 January. It is now available Monday to Friday from 8am to 1pm throughout term-time, including during lockdown restrictions and is available for all staff in educational settings. The Helpline allows staff to speak in confidence with an educational psychologist about how best to support children experiencing domestic abuse.

More resources are available from the Operation Encompass website, including further information about the Helpline and a Handbook for Schools, which provides information about the impact of domestic abuse on children and advice on how to support them.

## **8. Safeguarding Training and induction**

DSL training is occurring remotely and all schools must ensure that the DSL training remains up-to-date (at least every two years), evidenced for example with a certificate and is recorded on the SCR.

All existing school staff must have had safeguarding training and have read part 1 and annexe A of Keeping Children Safe in Education (January 2021). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Chestnuts Primary, they will continue to be provided with a safeguarding induction which will include information on who to speak to with a concern and how to whistle blow.

For movement within the Trust, schools should seek assurance from the Multi-Academy Trust (MAT) HR Co-ordinator, Amelia Perrin ([aperrin@iftl.co.uk](mailto:aperrin@iftl.co.uk)) and Kim Kemp ([kkemp@iftl.co.uk](mailto:kkemp@iftl.co.uk)) that the member of staff has received appropriate safeguarding training.

Upon arrival, they will all be given a copy of the normal documents shared during the face-to-face induction process within the school – these documents will include the schools' child protection and safeguarding policy, IFtL Whistleblowing Policy, this policy, Part one and Annex A of KCSiE January 2021 and confirmation of local processes and confirmation of DSL arrangements.

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**Additional staff training and awareness:** ensure that staff are trained, extra vigilant and know the signs and symptoms of the specific safeguarding issues which are likely to increase during the lockdown including Domestic Violence, county lines, mental health issues, homelessness and bereavement and illness.

## **9. Safer recruitment/volunteers and movement of staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Chestnuts Primary will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (January 2021) (KCSIE). All schools will follow the IFTL Safer Recruitment Policy as available on the portal and IFTL website. You can also contact the IFTL DSL (Kim Kemp) or IFTL HR Co-ordinator (Amelia Perrin) for a copy of this policy or any support/ advice.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

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

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

**For any new staff outside of the Trust, a new enhanced DBS check is required and all the appropriate checks (as outlined in the IFTL Safer Recruitment Policy) must be undertaken prior to commencing at the school.**

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

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Chestnuts will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 163 of KCSIE.

Chestnuts will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Chestnuts will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE. If any school staff work in another of the Trust Schools, they must ensure they have access to the relevant SCR information.

## **10. Online safety and remote learning**

All our schools will follow the government guidelines 'Safeguarding and remote education during coronavirus (COVID-19)' as outlined in the document: [Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/531212/Safeguarding_and_remote_education_during_coronavirus_COVID-19_-_GOV.UK.pdf)

All schools are required to identify a named senior leader with overarching responsibility for the quality and delivery of remote education and they should work closely with the DSL(s) to ensure appropriate safety measures are in place for all children, including remote learning.

Named leader for remote learning in Chestnuts Primary School is Katie Robins.

Schools must check if vulnerable children are '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.



## **11. Online safety in IFTL schools**

Chestnuts will continue to provide a safe environment, including online. This includes the use of an online filtering system.

Where students are using computers in school, appropriate supervision will be in place. Information to support on-line safety will be shared with parent/ carers to help them keep their children safe on-line at home.

## **12. Children and online safety away from school**

Since October 22<sup>nd</sup> 2020, it is a statutory requirement to provide all children unable to attend school (unless for medical reasons) to be provided with remote education; this includes those whose children (individually, groups or classes) who are self-isolating. Since the January lockdown, this also includes all those children not attending school if they are not children of critical workers, vulnerable children, in nursery or those children who do fall into one of these groups but their parent/ carers choose and are able for their children to remain at home. Where children have a social worker, this agreement needs to be made in consultation with the social worker, school and parent/ carers and should be encouraged to attend especially if they have difficulty accessing remote learning and/ or it is in their best interests to do so. On 8<sup>th</sup> January 2021, the critical worker guidance was updated to clarify that parents and carers who are critical workers should keep their children at home if they can.

Remote education must be provided for all children not expected or not able to attend school. Remote education will include 'recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.'

The department has provided separate guidance on providing education remotely. It will set out 4 key areas that schools should consider as part of any remote learning strategy. This includes the use of technology. (Safeguarding and remote education during coronavirus (COVID-19) as outlined in the document: [Safeguarding and remote education during coronavirus \(COVID-19\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/90222/Safeguarding_and_remote_education_during_coronavirus_COVID-19_-_GOV.UK.pdf))

Published [guidance from the UK Safer Internet Centre on safe remote learning](#) and from the [London Grid for Learning on the use of videos and livestreaming](#) can also help plan online lessons and/or activities and plan them safely.

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

Chestnuts will ensure that children who are being asked to work online have very clear reporting routes in place so they can raise any concerns whilst online.

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the School Child Protection and Safeguarding Policy and where appropriate referrals should still be made to children's social care and as required, the police.

Online teaching should follow the same principles and processes as stated within the school policies and code of conduct and additionally the IFtL Code of Conduct.

Appendix two gives a useful leaflet from Thinkuknow which can be shared with parent/ carers to support on-line safety away from school.

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

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

- No 1:1s, groups only; 1:1s may be possible, subject to a risk assessment and SLT permissions and must be recorded.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be blurred and where possible against a neutral background.
- Any live classes/ lessons should be recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed; access and retention policies need to be in place.
- Live classes should be kept to a reasonable length of time appropriate to the age of the child.
- Language must be professional and appropriate, including any family members in the background.
- Staff should record, the length, time, date and attendance of any sessions held.
- Schools should risk assess the use of live learning using webcams.
- Data Controllers need to reassure themselves that any teaching/learning software and/or platforms are suitable and raise no privacy issues; or use cases against the providers terms and conditions (for example, no business use of consumer products).

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Schools must only use platforms specified and agreed by the head teacher and Trust to communicate with children.)

- If lessons are not recorded, at least two members of staff must be present.

### **13. Supporting children not in school**

Chestnuts is committed to ensuring the safety and wellbeing of all its Children and Young people.

All children not attending school are expected to engage in remote and on-line learning – live lessons will help inform our safeguarding procedures and include ‘check-ins’ for all our children. Registers will be taken for live lessons and any children not attending live lessons will be followed up with a phone call or email the same day.

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

Details of this plan must be recorded on the communication log, as should a record of contact have made.

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

Chestnuts and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

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

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

Chestnuts recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers/ staff at Chestnuts need to be aware of this in setting expectations of pupils’ work where they are at home.

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

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#### **14. Supporting children in school**

Chestnuts is committed to ensuring the safety and wellbeing of all its children and young people.

Chestnuts will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

Chestnuts will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Any safeguarding concerns and referrals will be made as per requirements stated within the Chestnuts Safeguarding and Child Protection Policy.

Staff will report absence due to illness to the headteacher/ senior leader on duty. Where Chestnuts has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will discuss them immediately with the trust.

#### **15. Peer-on-Peer Abuse**

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

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within of the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on Behaviour Watch and appropriate referrals made.

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## 16. Safe working guidance

All schools will follow the safe working guidance in education child care and children's social care as highlighted within:

<https://www.gov.uk/government/publications/safe-working-in-education-childcare-and-childrens-social-care/safe-working-in-education-childcare-and-childrens-social-care-settings-including-the-use-of-personal-protective-equipment-ppe>

Within this guidance it includes some key advise.

To help ensure that the risk of virus spread for both staff and children is as low as possible, all our schools who remain partially open will:

- tell children, parents, carers or any visitors, such as suppliers, not to visit the school if they are displaying any symptoms of coronavirus (COVID-19)
- consider how children arrive at the school and reduce any unnecessary travel on coaches, buses or public transport
- ensure class sizes reflect the numbers of teaching staff available and are kept as small as possible
- stagger lunch times, break times and the movement of pupils around the school to reduce large groups of children gathering
- Staff are to wear face masks in communal areas
- discourage parents from gathering at school gates and request to wear face masks
- ensure we follow the social distancing guidelines

We recognise that social distancing within education and childcare settings with very young children will be harder to maintain. Staff should implement the above measures as far as they are able, whilst ensuring children are kept safe and well cared for within their settings.

All schools are required to have both a whole school risk assessment in place which is regularly reviewed and up-dated in response to government changes and within school evaluations. These are to be regularly shared with IFtL and governance.

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## **17. Shielding and protecting people defined on medical grounds as extremely vulnerable from COVID-19**

All staff and children who are Clinically Extremely Vulnerable and staff who are 28 weeks or more pregnant must remain at home during the current lockdown.

[www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19](http://www.gov.uk/government/publications/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19/guidance-on-shielding-and-protecting-extremely-vulnerable-persons-from-covid-19)

## **18. Support from the Multi-Academy Trust**

The Multi-Academy Trust (MAT) Central Safeguarding Team will provide support and guidance as appropriate to enable the DSL to carry out their role effectively. This includes, remotely accessing Child Protection files for the purpose of quality assurance, support, guidance and direction.

Please contact Kim Kemp ([kkemp@iftl.co.uk](mailto:kkemp@iftl.co.uk) or 07841 421827) for any support or guidance required.

## **19. School requirements**

Each school must personalise this policy to ensure it contains specific and pertinent information specific to the school safeguarding and child protection arrangements in response to the COVID-19 virus. The policy then needs to be agreed by governors and disseminated to all relevant stakeholders accordingly. All schools must follow the latest government guidelines and ensure they remain up-dated implementing the recommended changes in line with these guidelines. All recommended DfE Safeguarding Guidance must be adhered to. Appendix three outlines a useful actions required list for use (Please note there may be further actions in response to the up-dated guidance which is currently occurring daily).

## **20. Safeguarding Statement**

Safeguarding is everybody's business. IFtL MAT is committed to ensuring that all our children and young people are safe and feel safe. The right to be safe for any member of the IFtL community is a non-negotiable and paramount. Safeguarding and child protection is crucial, and we are fully committed to ensuring the welfare and safety of all our children and staff. IFtL and all the schools within the Trust must fully adhere to all safeguarding and child protection legislation, policy and procedures at all times and under any circumstances. Any concerns at a Trust level will be referred to IFtL safeguarding Leads Kim Kemp or Sarah

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Bennett, or Michelle Gardner for MKTSA and ITT, and to the relevant designated safeguarding officers within each school for concerns pertinent to children within the school. IFTL fully adheres to all Safeguarding and child protection legislation and MKSB requirements, including the Milton Keynes Whistleblowing Policy and procedures.

### **APPENDICIES:**

**Appendix One:** Out of Hours Support for parent/ carers

**Appendix Two:** Parents Help sheet - Thinkuknow safety programme from CEOP

**Appendix Three:** Andrew Hall Interim DfE Safeguarding Guidance: Actions required

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## Appendix One: Out of Hours Support for parent/ carers

# Out of Hours Support

Dear Parents and Carers,

To support parents during this time, we have put together a list of services that you and your family may require. We know that for many of our families, school is a place to seek support in many of these areas. This includes services which can offer advice around mental health, financial concerns and housing issues.

**Police:** 101 or Emergency 999

**NHS Direct:** 111

**Child Line:** 0800 1111 (free)

**Children's Services:** Please call 01908 253169 or 253170. You can also email [children@milton-keynes.gov.uk](mailto:children@milton-keynes.gov.uk)

### **Mental Health**

**Samaritans:** 116 123 (free) <https://www.samaritans.org/>

Parents Helpline: 0808 802 between 9:30am-4pm

Young Minds Crisis Messenger: text YM to 85258 for free 24/7 support

The Young Minds website is here: <https://youngminds.org.uk/>

Anna Freud: [Coronavirus, mental health, wellbeing](#)

### **Domestic Abuse**

Women's Aid: 0808 800 0028 <https://bswaid.org/> text service: 08001 08088000028

Men's Advice Line: 0808 801 0327 [www.mensadvice.org.uk](http://www.mensadvice.org.uk)

### **Benefits**

**Jobcentre Plus:** 0800 055 6688

### **Debt advice**

Money Advice Service 0800 138 7777 <https://www.moneyadviceservice.org.uk/en>

Citizens Advice Bureau <https://www.citizensadvice.org.uk/>

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### **Food Bank**

Many food banks work on a referral scheme but if you need support try googling Milton Keynes foodbanks. This website might help: <http://mkfoodbank.org.uk/>

### **Bereavement**

Edward's Trust 0121 454 1705 <https://edwardstrust.org.uk/>

### **On-Line Safety**

There are resources on the school website:

<https://eleanor.secure-primariesite.net/internet-safety/>

You might like to sign up to this alert as it is updating weekly <https://www.esafety-adviser.com/latest-newsletter/>

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PARENTS HELPSHEET: PRIMARY

## Thinkuknow: keeping your child safe online while they are off school

**Thinkuknow** is the national online safety education programme from CEOP, the online child protection command of the National Crime Agency.

**Thinkuknow** helps parents, carers, teachers and others keep children safe from sexual abuse, offering learning activities, advice and support for children and young people aged 4-18 and their families.

While school is closed, here's what you can do to keep your child stay safe while they are learning and having fun online.

### 8 steps to keep your child safe online this month

- **Explore together:** Ask your child to show you their favourite websites and apps and what they do on them. Listen, show interest and encourage them to teach you the basics of the site or app.
- **Chat little and often about online safety:** If you're introducing them to new learning websites and apps while school is closed, take the opportunity to talk to them about how to stay safe on these services and in general. Ask if anything ever worries them while they're online. Make sure they know that if they ever feel worried, they can get help by talking to you or another adult they trust.
- **Help your child identify trusted adults who can help them if they are worried:** This includes you and other adults at home, as well as adults from wider family, school or other support services who they are able to contact at this time. Encourage them to draw a picture or write a list of their trusted adults.
- **Be non-judgemental:** Explain that you would never blame them for anything that might happen online, and you will always give them calm, loving support.
- **Supervise their online activity:** Keep the devices your child uses in communal areas of the house such as in the living room or kitchen where an adult is able to supervise. Children of this age should not access the internet unsupervised in private spaces, such as alone in a bedroom or bathroom.
- **Talk about how their online actions affect others:** If your child is engaging with others online, remind them to consider how someone else might feel before they post or share something. If they are considering sharing a photo/video of somebody else, they should always ask permission first.
- **Use 'SafeSearch':** Most web search engines will have a 'SafeSearch' function, which will allow you to limit the content your child can access whilst online. Look out for the 'Settings' button on your web browser homepage, which is often shaped like a small cog.
- **Parental controls:** Use the parental controls available on your home broadband and all internet enabled devices in your home. You can find out more about how to use parental controls by visiting your broadband provider's website.

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## Support your child with films and activities from Thinkuknow

Thinkuknow films and games are a great way to start and continue chats about online safety.

**4-7s *Jessie & Friends* cartoons** – <https://www.thinkuknow.co.uk/parents/jessie-and-friends-videos/>

A three-episode animated series which helps keep 4-7s safe online. It explores three popular online activities: watching videos, sharing pictures, and online gaming.

**8 – 11s *Play Like Share* cartoons** – <https://www.thinkuknow.co.uk/parents/playlikeshare/>

A three-episode animated series that helps keep 8-11 year olds safe from risks they might encounter online.

***Band Runner* game and advice website** – [https://www.thinkuknow.co.uk/8\\_10/](https://www.thinkuknow.co.uk/8_10/)

A fun interactive game that helps reinforce key messages about online safety.

You'll find lots more advice on keeping your child safe online at [www.thinkuknow.co.uk/parents](http://www.thinkuknow.co.uk/parents).

If you're worried that a child is at risk of harm online, you should call the police. Children can make a report to CEOP at <https://www.ceop.police.uk/safety-centre/>.

## Other recommended resources

**Parent Info** – Expert information for parents about digital family life [www.parentinfo.org](http://www.parentinfo.org).

**NSPCC Net Aware** – Provides reviews and guidance on the most popular social networks, apps and games that children use. <https://www.net-aware.org.uk/>

**NSPCC PANTS** (The underwear rule) – A simple way to keep children safe from abuse, by teaching them to remember the 5 rules that spell 'PANTS'. <https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/>

**Internet Matters** – A useful tool showing how to set parental controls across a range of devices and websites. <http://www.internetmatters.org/parental-controls/interactive-guide/>

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**CEOP social media:**

For up to date information and advice:

- **@CEOPUK** on Twitter
- **ClickCEOP** on Facebook



### Appendix Three: Andrew Hall Interim DfE Safeguarding Guidance: Actions required

Activity	Completed (Yes/No)
Ensure that someone is responsible for ensuring these actions are completed	
Ensure governors are aware of the Government's interim safeguarding guidance	
Ensure that someone is responsible for continuity in safeguarding leadership	
If you are a hub understand that you have the responsibility for safeguarding all children and staff	
Ensure DSL is available, in-person, by phone or video link	
Nominate a senior leader to be the onsite safeguarding lead	
Create a Coronavirus Outbreak addendum to your child protection policy to include the specific issues for these circumstances	
Ensure staff know the new arrangements for DSLs and reporting concerns	
Understand what changes there may be for contacting the LADO	
Understand what changes there may be for contacting the MASH team or other 'front door' services	
Understand what changes there may be for contacting social workers	
Know which children have social workers and how to contact them	
Know which children are LAC/PLAC, who their Virtual School Head is and how to contact them	
Know which children should be in school and follow up where they do not attend	
Ensure that emergency numbers and alternatives are kept up to date	
Ensure that there are safeguarding induction processes for new staff, staff relocated to the school, and volunteers	
Ensure that new staff, staff relocated to the school, and volunteers understand the staff code of conduct	
Ensure that any volunteers have been individually risk-assessed	
Ensure that each vulnerable child has an easily transferable record of why they are vulnerable, a copy of the EHCP and/or CIN or CP Plan, the name of their social worker and contact details, for LAC children the name of the relevant Virtual School Head	
Ensure there is a record of which staff are onsite daily	
Ensure that the SCR is up to date with any relocated staff or volunteers and the checks that have been made	
Ensure that your safer recruitment processes are clear and adhered to, for example, be aware of anyone unknown to the school offering themselves as a volunteer	



Ensure that staff are aware that there may be an impact of the mental health of pupils, parents and staff or volunteers; and what support may be available	
Consider what to do if there are no IT staff available	
Ensure that the school has an online teaching and learning policy which considers safeguarding risks	

Ensure that pupils, parents and staff know how to raise any safeguarding issues that may arise during any online learning	
Ensure that SLT has a plan for how any bereavements may be handled, including obtaining any support services (not otherwise shared) [See charity websites, for example, Winston's Wish, Grief Encounter, Childhood Bereavement Network or Hope Encounter.	

**Additionally, ensure you have a lead for remote learning in place which is published on the website guidance and is highlighted within this policy.**

