

**Coronavirus (COVID-19) Annex**  
**Safeguarding and Child Protection Policy and Procedures**  
**For LAINESMED PRIMARY SCHOOL AND NURSERY**  
**Version 3**  
**10<sup>th</sup> January 2021**

The way schools 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 pupils/students must always continue to come first
- If anyone in school or working remotely from home has a safeguarding concern about a pupil, they should continue to act and act immediately
- All safeguarding and child protection concerns should be reported to the Designated Safeguarding Lead in first instance or deputy DSL/s in DSL absence.
- Recruitment of staff and/volunteers continues to follow safer recruitment procedures to ensure that unsuitable people are not allowed to enter the children’s workforce or gain access to pupils/students.
- Pupils/students continue to be protected online

This annex summarises key COVID-19 related changes and sits alongside our main school safeguarding and child protection policy. The annex draws on existing statutory guidance and a number of additional COVID-19 documents published by the DfE, including ‘COVID-19 - Safeguarding in schools, colleges and other providers.’

<b>Page number</b>	<b>Title</b>
2	Quick Reference Contacts Guide
3-4	Worried about a child
4-5	The Role of the Designated Safeguarding Lead and deputy/ies in our school
5	Escalation
5	Identifying support for pupils/students
5-6	Arrangements to support vulnerable pupils/students
6-7	Arrangements to support pupils/students we are concerned about but who do not meet the ‘vulnerable’ definition
7	Pupils attending another school/setting
7	Keeping pupils safe on school site
7-8	Worried about the actions of an adult working or volunteering with children
8-9	Keeping pupils safe online
9	Keeping staff and volunteers safe on site
9-10	Keeping staff safe online, including guidance about virtual teaching
10	Safeguarding Supervision and staff well-being
10-11	Attendance
11	Safer recruitment
12	Training for adults working/volunteering in our school

## Quick Reference Contacts Guide

	<b>Name</b>	<b>Contact</b>
<b>Designated Safeguarding Lead</b>	<b>Mrs Andrea chapman</b>	<b>01793 529106</b>
<b>Deputy DSL</b>	<b>Mrs Tina Dee</b>	<b>01793 529106</b>
<b>Deputy DSL</b>	<b>Mrs Alyssia Mepstead</b>	<b>01793 529106</b>
<b>Head teacher/ Principal</b>	<b>Mrs Eirian Painter</b>	<b>01793 529106</b>

<b>Children's Social Care</b>	<b>01793 466903</b>
<b>Emergency Duty Service</b>	<b>01793 436699</b>

	<b>Name</b>	<b>Contact</b>
<b>Chair of Governors</b>	<b>Mr Alan Mulrooney</b>	<b>Chairofgovs@lainesmead primary.co.uk</b>
<b>Local Authority Designated Officer / Designated Officer For Allegations</b>	<b>John Goddard (mon,tues, wed) Rachel Cole</b>	<b>01793 463854</b>

<b>Police</b>	<b>101 /999</b>
<b>NSPCC Whistle-blowing Helpline</b>	<b>0800 028 0285</b>

## Worried About A Pupil / Student

These procedures apply to situations: -

- which arise on school site, where you may be worried about a pupil/student because you have seen or heard something. You may have noticed a change in their behaviour.
- where you are working remotely from home and have concerns about a pupil you are communicating with. This may include observations during 'live' teaching sessions, communications from a pupil via email or a lack of contact from a pupil/parent
- where you are completing a welfare check, either via a home visit/'door knock' or via a telephone call/email.
- where new safeguarding concerns arise about a pupil/ returning to school after partial closure

### Step 1

- If you are concerned that a pupil might be in immediate danger or at risk of significant harm you must act immediately. Do you need to take immediate action to secure the safety of the pupil/student?
- Report your concerns directly to a member of the safeguarding team, as soon as you are able.
- Where possible a trained DSL or deputy DSL will be available on school site. Where this is not possible or where you are working remotely the DSL and Deputy DSL/s can be contacted via their mobile. (See quick reference guide for numbers)
- **In the first instance our Designated Safeguarding Lead Mrs Andrea Chapman**  
If the DSL is unavailable, please report to our deputy DSL/s *Mrs Alyssia Mepstead, Mrs Painter or Mrs Tina Dee (Tues, wed, Thurs only)*
- In the event that both the DSL and deputy DSL/s are uncontactable speak to the most senior member of staff on site.

### Step 2

- Record your concerns using CPOMS or the safeguarding/child protection concern/incident form as soon as possible.
- Record the full date and time, location, your name and role and keep your record as factual as possible. **Make it clear whether you have seen the child first hand or whether this is a concern arising from remote working.**
- Use full names, not initials as we need to be able to identify who individuals are.
- Use the pupil's own words where applicable and enclose any direct quotes in quotation marks.
- If marks or injuries have been observed, record these on a body map. (Do not take photographs)

### Step 3

- Record what action you are taking on the safeguarding concern form, for example whether or not parents/carers have already been spoken to.
- Where an electronic system is being used to record concerns, this should be sent to the safeguarding team in line with usual procedures.
- If you are an individual who does not have access to an electronic recording system, the concern form should be password protected and emailed to the DSL/Deputy DSL. The DSL/deputy DSL/senior staff should be alerted of the password for the document via a separate email message. Once you have received confirmation that the document has been successfully received you should delete the record. **Copies should not be retained by you.**

### Step 4

- In line with the school's main safeguarding policy, you should receive feedback about what action, if any is being taken in response to your concern. A recommended timescale for this is within 24 hours. However please be mindful that this timescale may not be met under the current circumstances. If you do not receive feedback or

you feel that the situation is not improving for the pupil/student, you have a duty to challenge the DSL / deputy DSL. [See section on Whistle-blowing in the main safeguarding policy also.](#)

## **The Role of the Designated Safeguarding Lead and Deputy DSL/s in Our School**

Our Safeguarding team work in line with the requirements of their role, as set out in Annex B of Keeping Children Safe in Education Sept 2020.

The members of our safeguarding team continue to work in partnership with a range of other agencies, including Children's social care, to keep pupils safe.

They will also endeavour to keep up to date with local advice from the Local Safeguarding Partnership on a regular basis.

<https://safeguardingpartnership.swindon.gov.uk/>

### [What happens once a concern /disclosure has been reported to a member of the safeguarding team?](#)

The DSL/deputy DSL will follow the steps below to respond appropriately to the concern and safeguard the pupil: -

#### [Step 1](#)

- If there is concern that the pupil is in immediate danger contact Children's Social Care/Adult's Social Care (See Quick reference contact guide on page 2)
- You may also consider contacting the police on 999.
- If the pupil is not currently open to social care a referral will be completed in line with local safeguarding partnership advice, using the RF1 form.
- If the pupil is already an open case to social care, the child's allocated social worker will be contacted by the DSL/deputy and the information of concern shared. If the allocated social worker is unavailable contact will be made with a team Manager to alert them to the concern. Safeguarding team members will ensure they keep up to date with local safeguarding partnership advice and guidance, as it may change.
- The DSL/deputy DSL will record the names of external staff involved in communications. This is particularly important where the child's social worker is unavailable and school have to share information with an alternative member of social care staff.

#### [Step 2](#)

- Contact the parent/s or carer/s of the pupil concerned, if this has not already been done. You may wish to take advice from Children's Social Care before contacting the parent/carer.
- If, having sought advice, you believe that sharing this information may increase the risk of harm to the pupil/student do not share with parents at this stage. The additional stresses on families at this time will need to be considered here, to ensure that a child is not being placed at greater risk by informing parents/carers.
- You must document your decision-making here, if the decision is made not to share information with parents/carers. In the majority of cases informing the parents/carers of the concern / disclosure which has been reported will not increase risk. Ask for any additional information from the parent/carer if applicable.
- Ensure that the parent/carer understands that a record will be kept by the school.
- DSL/DDSL will re-visit the Local Authority Risk assessment overview and review what additional safeguards need to be put in place in light of this new concern. If the child has not previously been identified as a vulnerable child, update the risk assessment accordingly. Consider whether this child needs to be provided with a place to attend school.

### Step 3

- If the concern does not require immediate contact with Children's/Adult's Social Care, consider this latest concern within the context of any wider concerns / disclosures.
- Discuss and share information, on a 'need to know' basis with the pupil/student's teacher/tutor. What additional safeguards can the teacher/tutor put in place to safeguard the pupil/student?
- Are there any wider environmental factors present in the pupil/student's life which pose a threat to their safety/welfare? (Contextual safeguarding – see Part 1 of KCSIE Sept 19) Are there any external agencies who may be able to offer support? Is it appropriate to communicate concerns to the police?
- DSL/DDSL will re-visit the Local Authority Risk assessment overview and review what additional safeguards need to be put in place in light of this new concern. If the child has not previously been identified as a vulnerable child, update the risk assessment accordingly. Consider whether this child needs to be provided with a place to attend school.

### Step 4

- Ensure that the member of staff reporting the initial concern has received feedback about actions and outcomes (if applicable).

### Step 5

- Update record-keeping with information about identified actions, completed actions, decision-making (where applicable) and outcomes (if appropriate).

## Escalation

During the period covered by this annex, the school's policy on escalation still applies to ensure that safeguarding procedures continue to operate effectively and robustly. Staff should refer to the main policy for escalation procedures to follow.

## Identifying Support for Pupils

The school's safeguarding team and senior leaders have reviewed all pupils/students on the school's safeguarding and child protection overview.

A risk assessment has been completed to identify a graduated offer of support for these pupils/students and any additional pupils and students whose welfare and safety may be at risk as a result of the partial closure of school, but who may previously not have been on the school's safeguarding overview.

## Arrangements to support vulnerable pupils

Vulnerable children include children who are supported by social care, those with safeguarding and welfare needs, including child in need plans, on child protection plans, 'looked after' children, young carers, disabled children and those with education, health and care (EHC) plans.

See also for further guidance

<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

Arrangements have been made for these pupils to continue attending school (see also section entitled Working and Volunteering Safely). School will contact each parent to ascertain if they wish to take up a place at the school for their child/ren. This decision may be made in agreement with social care professionals too. The Local Authority(LA) have asked each mainstream school, including Lainesmead, to complete a risk assessment overview for each child and this is shared with the Local Authority (weekly). Schools also

have the flexibility to offer a place in school for any pupil who we believe to be on the edge of receiving children's social care support.

Support for these pupils includes: -

- Regular communication with and agreed support from lead professional/social worker/Virtual Headteacher
- Regular communication from school safeguarding/nurture team as necessary e.g. tel calls or ms teams calls. (teams link is sent to the parent, parent/carer expected to join alongside their child).
- Continued involvement with Children's Services and other external professionals as part of review cycle e.g. Child protection conference involvement and core group reviews. These will take place in line with local safeguarding partners' advice.
- Sign-posting respite available for families with children who have special educational needs and disabilities

Where pupils who are deemed vulnerable are not attending school, the following safeguards have been put in place to support, in addition to the points above: -

- Telephone or ms teams contact at regular (agreed) intervals.
- Staff to use cpoms or disclosure forms as before to notify DSL of any concerns.
- Links to support available (on safeguarding page on school website/via newsletter)
- Lead professional/social worker/Virtual Headteacher made aware of non-attendance at school and additional support from these professionals agreed
- Safety plan written with parents/carers to support pupils/students during time at home
- Doorstep welfare checks (by EWO) if not received any communication from parent for over 10 school days and non-response to school follow up welfare telephone calls.

## **Arrangements to support pupils we are concerned about but who do not meet the 'vulnerable' definition**

In addition to those pupils identified as vulnerable, we are aware of the following groups who may be at increased risk during this time:

Living in households where there is domestic abuse

Pupils who have mental health issues, including anxiety and depression

Pupils who are at risk of being left at home unsupervised

Pupils who are at risk of peer on peer abuse, including cyber-bullying

Support includes: -

- Clear communication with parents/carers about the importance of keeping their children safe whilst they are at home, including appropriate supervision, both in the 'real world' and online
- Links to support available on school website, including contact numbers for [National Domestic Abuse Helpline](#), [Young Minds](#) and [Childline](#), including resources for parents to access to keep their children safe online.
- Telephone or ms teams contact at regular intervals (agreed dependent upon need and risk).
- Ensuring domestic abuse victims are aware of the Government advice that they are able to leave their house to seek refuge if their safety is at risk
- Regular review to monitor whether risk is increasing by pupil/student remaining at home and provision of school place if required
- System in place for parents to alert school if worried or concerned for others at risk
- Staff aware of safeguarding procedures to follow if they have concerns about a pupil/student's welfare

- Regular review to monitor whether risk is increasing by pupil/student remaining at home and provision of school place if required
- Safety plan written with parents/carers & external professionals to support pupils/students during time at home
- Additional/Food parcels if in desperate need and awaiting FSM confirmation from LA.

As a school, we will endeavour to do all we can to ensure that safeguarding and child protection records we hold remain accurate. As part of the regular checks which have been made during partial school closure we have ensured that the records we hold are kept up to date. Parents and carers have been asked to update the school on any changes regarding welfare, health and well-being before a pupil/student returns.

## **Pupils attending another school/setting**

Where pupils/students attend a different school (as part of a community hub arrangement) the receiving school will need to be made aware of the reason vulnerable children are attending.

## **Keeping Pupils Safe On School Site**

Arrangements have been made for those pupils/students who are deemed to be vulnerable (in accordance with the [DfE guidance](#)) to continue attending school. For those parents/carers who are key workers there is also provision at school. However, where possible and safe to do so, parents and carers are encouraged to keep their children at home.

The school and staff work in line with DfE guidance '[Implementing Social Distancing in education and childcare settings](#)'.

- Encouraging regular hand-washing more often
- Reminders to avoid touching your eyes, nose, and mouth with unwashed hands
- Reminders to cover your cough or sneeze with a tissue, then throw the tissue in a bin and wash your hands
- Surfaces and equipment cleaned and disinfected frequently
- class sizes reflect the numbers of teaching staff available and are kept as small as possible
- lunch times, break times and the movement of pupils staggered around the school to reduce large groups of children gathering
- parents discouraged from gathering at school gates

## **Worried About the Actions of an Adult Who Works/Volunteers with Children**

The principles of the school's allegations procedures continue to apply for the period this annex covers and we continue to work in line with Part 4 of 'Keeping Children Safe in Education' 2020.

These procedures apply to situations: -

- which arise on school site. You may be worried about the actions of an adult who is working/volunteering with children because you have seen or heard something which makes you feel uncomfortable.
- where you have concerns about an adult who is working remotely with children online.
- Where a pupil discloses worrying behaviour displayed by an adult (staff/volunteer)
- on school site or remotely, where you may be concerned that an adult's (staff or volunteer) actions are contravening the school's staff code of conduct.

<https://www.saferrecruitmentconsortium.org/GSWP%20COVID%20addendum%20April%202020%20final-2.pdf>

All concerns about the behaviour/actions of an adult working or volunteering with children must be reported following the steps below: -

#### Step 1

- If you are concerned that a pupil/student might be in immediate danger or at risk of significant harm you must act immediately. Do you need to take immediate action to secure the safety of the pupil/student?
- Report your concerns directly to the Head teacher as soon as possible. **DO NOT USE CPOMS.**
- If the Head teacher is not contactable, report to the most senior member of staff on site (e.g. DHT/AHT).
- If your concerns are about the Head teacher report to the Chair of Governors directly.

#### Step 2

- Record your concerns as soon as possible. **DO NOT USE CPOMS.** Use the special concern /allegations record. The record should be password protected and emailed to the Head teacher in their first instance or senior member of staff designated to cover for Headteacher (DHT/ AHT). They should be alerted of the password for the document via text message. Once you have received confirmation that the document has been successfully received you should delete the record. **Copies should not be retained by you.**
- Record the full date and time, location, your name and role and keep your record as factual as possible. Make it clear whether your concern/allegation is in relation to working on school site or whether this is a concern arising from remote working.
- Use full names, not initials as we need to be able to identify who individuals are.

#### What happens once a report about an adult working/volunteering with children is reported?

- The Head teacher/ Chair of Governors will consider the information in the report in line with Part 4 of 'Keeping Children Safe in Education' Sept 20 and also in line with local procedures laid out by the Local Safeguarding Partnership.
- The Head teacher/ Chair of Governors will endeavour to keep up to date with local advice from the Local Partners, via the local authority safeguarding partnership website, on a regular basis, to ensure any emergency changes to procedures are followed.

### Keeping Pupils Safe Online

For those pupils/students who continue to attend school on site, the school's policies and procedures on online safety continue to apply.

This school recognises: -

- the increasing role technology has to play in education and children's daily lives, and the increased use during this time of lockdown.
- the wide-range of content which is available to children via the internet
- that alongside the benefits of technology, there are also risks

DfE guidance requires that schools have contingency plans in place should IT staff become unavailable, including ensuring that staff with the appropriate technical knowledge can cover to maintain safe arrangements. As a local Authority (LA) school, Lainesmead would look to the LA for support and advice for any contingency planning.

For those who are not physically attending school, we recognise that these pupils will be spending increased time online, either participating in school work, taking part in live

streaming of lessons and/or as part of extended 'free-time' due to lockdown procedures in place nationally.

We recognise that this will pose increased risk to children, including: -

- Grooming
- Exploitation, both criminal and sexual
- Radicalisation
- Peer on peer abuse, including cyber-bullying
- Sexual harassment

All staff who interact with pupils, including remote interactions, will continue to be vigilant and look out for signs that a child's safety and welfare might be at risk. Further guidance to keep pupils/students and staff safe when working remotely can be found in the [Safer Working Practice](#) addendum (published in April 20).

Staff are reminded that further information about the safeguarding themes listed above can be found in [Annex A](#) of 'Keeping Children Safe In Education' Sept 20

In addition, pupils are sign-posted to age appropriate practical support should they have worries or concerns whilst online. Links to support are available via our school website (see parents/ curriculum/ e-safety).

## **Keeping staff and volunteers safe on site**

The school and staff work in line with DfE guidance ['Implementing Social Distancing in education and childcare settings'](#).

All staff have been asked to acknowledge they have read and understood the latest updated version of the Lainesmead Risk Assessment.

## **Keeping staff safe online**

Staff and volunteers will continue to work in line with our school's policy and procedures on online safety, our staff code of conduct and acceptable use policy.

**Please also see the schools Addendum to E-Safety Policy for COVID-19.** This Addendum will be in force for the duration of the time that remote learning is a possibility across the school and states the role of the member of staff, the pupil and the parent for any virtual communication

Staff working remotely should not record any personal information about families or confidential information via personal devices. Where telephone calls are being made by staff working remotely, these should be made using a work phone where possible. If a personal phone is being used to make contact with families/complete welfare checks, staff should block their phone number by dialling 141 prior to making the call.

If emails containing personal information/confidential information are being sent remotely, staff should be reminded to encrypt or password protect these before sending (sending the password via a separate email).

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

The nurture team in agreement from the Senior leadership team) may provide additional pastoral support to individual pupils/ families during lockdown/partial school closure. Most of the communication is via telephone but may also include ms teams meetings whereby the parent is expected to also be present or supervise the pupil in attendance. Staff will follow the guidance set out in the addendum to the –e-safety policy. Support could include helping parents, carers and pupils to make a weekly plan or structure, including time for education, playing and relaxing to reduce stress and anxiety.

## **Safeguarding Supervision**

We recognise that during this period of partial school closure the challenges faced by all staff and volunteers will be significant. In particular, the members of the school's safeguarding team will also be faced with additional challenges. Where possible, opportunities for safeguarding supervision will be provided for the members of the safeguarding team and any additional staff who require further support. The aim of this supervision will be to support staff at a time when working to keep children safe is even more demanding and emotionally draining than usual. The opportunity for supervision recognises the need for resilience and determination and offers opportunity to reflect on the impact of the situation we are faced with and prevent this adversely affecting staff and their work.

## **Staff wellbeing**

Staff well-being is essential when we expect the team to continue to work through the crisis and look after children and young people's mental health needs. Here are a number of support materials accessible and supportive for all:

Mind website;

<https://www.mind.org.uk/workplace/coronavirus-and-work>

<https://www.mind.org.uk/information-support/coronavirus/coronavirus-and-your-wellbeing/>

Mental health at work

<https://www.mentalhealthatwork.org.uk/toolkit/lockdown-looking-out-for-ourselves-and-each-other/>

## **Parent/pupil well being**

School will send supportive information and advice to parents to recognise the need to address their own mental health in order to be able to support their child's mental health too.

## **Attendance**

Lainesmead School is adhering to DFE guidance (Restricting attendance during the national lockdown Jan 2021) and Local Authority advice:

Schools remain open to vulnerable children (includes children who have a social worker, EHCP, young carer, looked after) or children who may be otherwise vulnerable for another reason. All other pupils receive remote education. Pupils who are self-isolating should not attend school. Clinically extremely vulnerable pupils are also advised not to attend.

School. school will continue to record attendance in the register. School will follow up on absence of the pupils who are expected to be in school but where a parent wishes for their child to be absent, schools will authorise the absence during the lockdown period. Absence will not be penalised.

Teachers communicate the remote learning with parents on a daily basis.

Parents are asked to reply to teachers each week via email and/or uploaded learning. This communication acts as a welfare check for pupils.

If there is no response from parents within 10 school days, this will be raised as a safeguarding concern and a member of the safeguarding team will attempt telephone contact or further email contact with the parent. If a parent does not respond, then the school

may refer the case to our Education Welfare Officer who may then instigate a home visit to ensure that everyone is safe and well.

Parents are made aware of this practice via a school newsletter.

Attendance codes:

X used for pupils not supposed to be in school or are following public health guidance (e.g. arranging a covid test/self –isolation)

C- if supposed to be in school but does not attend e.g. key/critical worker has an unexpected day off.

0-supposed to be in school but no reason provided for their absence

## **Safer Recruitment Procedures**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. Where schools are recruiting new staff, the principles of safer recruitment continue to be followed in line with Part 3 of 'Keeping Children Safe in Education' Sept 20

Where volunteers are utilised to support the school, the usual 'recruitment' procedures apply. Under no circumstances are volunteers, who have not been checked, left unsupervised with pupils. All volunteers are provided with a concise code of conduct which sets out guidance for keeping themselves and children safe whilst on site.

### **Checks completed on all staff and regular volunteers**

- An enhanced DBS certificate, which includes barred list information, is required for any staff who will be engaging in regulated activity (working unsupervised with children). This is required for any staff employed since 2002. Prior to this staff were checked against List 99
- Identity checks are completed, together with proof of right to work in the UK, via a video link (see ['Changes to DBS ID checking guidelines'](#))
- The applicant will be required to produce the original documents above once they physically attend the school
- Qualifications are checked
- If an individual has lived or worked outside of the UK an overseas police check / certificate of good conduct may be required. A check of visa/work permit will also be required here.

**In addition, staff who have a teaching role will be checked, via the DfE Secure Access Website, for**

- qualified teacher status
- prohibition check
- section 128 check (for any individual who has a managerial role, including Governors of maintained schools)
- completion of induction
- teacher not subject to a conditional offer/suspension
- European Economic Area sanctions

### **Visitors and externally employed staff**

Where staff from external organisations continue to work remotely with our pupil we ensure that the letter of assurance received confirms that the relevant checks are in place, including a barred list check if the individual is working in regulated activity.

### **Single Central Record (SCR)**

The school continues to maintain an up to date single central record of all safer recruitment checks. This is in line with the requirements as set out in 'Keeping Children Safe in Education' Sept 20

Where there has been a break in service of 3 months+: -

- for a regular volunteer- a new enhanced DBS check (including barred list check if working unsupervised) will be completed on their return to volunteering at the school
- for external organisation staff – a new letter of assurance will be requested, asking for confirmation that there have been no changes to the circumstances (in relation to convictions) of any adults working in partnership with the school.

Where an adult (volunteer or external organisation member of staff) has joined the DBS update service, this will be checked in order to be assured of any changes to an individual's circumstances.

The SCR tabs for volunteers and external organisations are kept up to date accordingly to reflect an accurate overview of who is currently working/volunteering with the school. This includes details of additional volunteers who have been drafted in to support with Covid testing.

### Induction of new staff

Where new staff and/or volunteers are recruited, they will continue to be provided with safeguarding induction

## Training for Adults Working/Volunteering in Our School

We continue to be committed to ensuring staff and volunteers know and understand: -

- the signs and symptoms of abuse;
- how to identify pupils/students who may be vulnerable or require additional support to stay safe;
- their responsibility for referring concerns to the designated safeguarding lead / deputy;
- the procedures for reporting safeguarding /child protection concerns about adults working with children (allegations)

### Training for Designated Safeguarding Leads and deputy DSLs

The statutory requirement for DSLs and deputy DSLs is to renew training every 2 years. However, face to face DSL training is unavailable during this period and whilst COVID-19 measures are in place, a DSL or deputy who has been trained previously to the required standard will continue to be classed as a trained DSL/deputy, even if they miss their refresher/update training.

*This update to the school's safeguarding policy (Version 3 January 2021) was agreed by the Headteacher and the Chair of Governors on 13.01.2021*

*Version 3 Shared with all staff and regular volunteers on 13.01.21*