

Education Safeguarding Service

January 2021

Introduction

This document has been written to assist Governing Bodies and Headteachers in reviewing safeguarding arrangements. It aims to help the school clarify the arrangements in place will appropriately safeguard children, staff and volunteers and is adhering to the statutory guidance, [Keeping Children Safe in Education 2020](#)

Name of School	
Headteacher/Principal	
Designated Safeguarding Lead	
Deputy Designated Safeguarding Leads	
Chair of Governors (CoG)	
Area Safeguarding Advisor	
Date completed	
Date last updated:	
By whom:	

DSL (signature) **Date:**

CoG (signature) **Date:**

Requirement	Yes/No	Resources
General policies and procedures		
<ul style="list-style-type: none"> ○ There is an up to date child protection policy which relates specifically to the school and reflects KCSIE 2020. ○ If existing policies and processes cannot be followed as result of the school closure, an up-to-date addendum child protection policy is in place and has been shared with all staff. ○ All staff and volunteers have been provided with <i>at least</i> Part One of KCSIE 2020 which they are expected to read and understand. ○ All staff and volunteers have received up-to-date safeguarding training (including online safety). This should include a reminder of the school safeguarding policies and procedures including any changes, the availability of DSLs throughout the school day and any key updates to local or national guidance, including knowing how to make a request for support. ○ All staff and volunteers working with children should be suitable to do so. This includes the recruiting of staff and maintaining a Single Central Record. ○ All staff and volunteers are reminded of the process to follow in the event they are concerned a member of staff or volunteer would pose a risk of harm towards children, including where they have behaved or may have behaved in a way that indicates they may not be suitable to work with children. ○ All staff and volunteers are reminded of and understand the school behaviour policy/code of conduct whilst on site and in relation to the delivery of remote learning. Staff should also be reminded of/made aware of school expectations in relation to related to health and safety e.g. social distancing and intimate care. ○ Schools are clear on their responsibilities under GDPR, including when to share information. 		<p data-bbox="1832 327 2145 459"><u>Restricting attendance during the national lockdown: schools: Jan 2021</u></p> <div data-bbox="1899 491 1966 561" style="text-align: center;">  </div> <p data-bbox="1861 566 2018 624" style="text-align: center;">KCSIE Summary 2020.docx</p> <p data-bbox="1832 667 2130 836"><i>Exemplar policies and Child Protection newsletters available on the <u>Education People website</u>.</i></p> <p data-bbox="1832 874 2141 1007"><i>Training - <u>https://cpdonline.theeducationpeople.org/cpd/default.asp?sid=</u></i></p> <p data-bbox="1832 1075 2123 1142"><i>Data protection – DfE <u>toolkit for schools</u></i></p>

Requirement	Yes/No	Resources
<i>Designated Safeguarding Lead (and deputies) responsibilities</i>		
<ul style="list-style-type: none"> ○ A trained Designated Safeguarding Lead is available at times, generally in person, and is responsible for the functions outlined in Annex B of KCSIE 2020. If, in exceptional circumstances, the DSL is not available in person, their availability via phone and or video call or other such media is clearly communicated to all staff and volunteers. ○ The DSLs are provided with appropriate time to help them provide support to staff and children regarding any safeguarding and welfare concerns. ○ The DSLs have received appropriate DSL training within the past two years. ○ The DSLs have ensured their own knowledge has been updated with any changes to local Kent Safeguarding Children Multi-agency Partnership's (KSCMP) processes and procedures. ○ The DSLs familiarise themselves with NPCC - When to call the police guidance to help them understand when they should consider calling the police and what to expect when they do. ○ The DSLs have an up to date overview of all Child Protection, Child in Need and Child in Care pupils when they are both in school and at home (if remote learning is applicable), including current multiagency work being undertaken with the families. ○ The DSLs have an overview of all children known to Early Help when they are both in school and at home (if remote learning is applicable), including the current services and work being undertaken with them. ○ The DSLs help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and leadership staff. ○ The DSLs have up to date contact details for all pupils, both those subject to plans and others, including any multiagency contacts. ○ Ensure that systems are in place to keep in contact with vulnerable children. 		<p>Restricting attendance during the national lockdown: schools: Jan 2021</p> <p><i>Schools should review their existing processes.</i></p> <p><i>See also sections on general policies and procedures and meeting the needs of individual children</i></p> <p><i>Training -</i> https://cpdonline.theeducationpeople.org/cpd/default.asp?sid=</p>

Requirement	Yes/No	Resources
Online Safety policies and procedures in place in line with KCSIE 2020 (Annex C)		
<ul style="list-style-type: none"> ○ Ensure on-site school-provided devices and resources (e.g. tablets, laptops, printers, interactive whiteboards, IT Suites etc.) are used safely and securely and in line with health and safety and social distancing requirements. ○ Ensure appropriate filtering and monitoring policies and systems are operational on-site in line with 'Keeping Children Safe in Education' requirements. ○ Learners are reminded of online safety procedures and online behaviour expectations, especially when engaging in remote learning. ○ All staff are reminded of existing online safety procedures and online behaviour expectations, especially regarding remote learning delivery. ○ Where children are being asked to learn online at home, schools should ensure they access remote learning safely. 		 <p>Online Safety guidance_ Jan 2021.</p> <p><u>DfE Safeguarding and remote education guidance</u></p> <p><u>TEP: Safer Remote Learning Guidance</u></p> <p><u>TEP: Template Remote Learning AUP within AUP Templates</u></p> <p><u>SWGFL</u></p> <p><u>LGfL</u></p> <p><u>The National Cyber Security Centre</u></p>

Requirement	Yes/No	Resources
<p>Meeting the needs of individual children</p> <ul style="list-style-type: none"> ○ Procedures are in place to check if vulnerable children can access remote education, support them to access it (as far as possible), and regularly check they are doing so. ○ Staff are updated as appropriate on issues affecting individual pupils and any patterns of concern for all pupils. ○ The school identifies children with medical issues, and a copy of up to date care/medical plan is in place, which is agreed and signed by parents, for example, including the safe use of medication on site. ○ Mechanisms are in place to discuss with the relevant health colleagues, if appropriate, for those pupils who are required to shield or who are under the care of a specialist health professional. ○ The school has a clear understanding and oversight of the mechanisms in place to identify and support any children living with Domestic Abuse and are familiar with the process to follow if an Operation Encompass referral is received, including contacting any current professionals involved at the earliest opportunity. ○ It is made clear to all staff and volunteers that both mental and physical health are relevant to safeguarding children's welfare. ○ The school has resources and training to respond to both the immediate and longer term emotional and well-being needs of children, young people, and staff, which includes accessing and keeping abreast of any changes to local or national resources and guidance. ○ All children are able to identify a trusted adult within the school with whom they can communicate any concerns. ○ All pupils are reminded of school policies and expectations in an age-appropriate manner, e.g. expectations of online/offline behaviour and attendance, with any changes to processes fully explained. 		<p><u>Restricting attendance during the national lockdown: schools: Jan 2021</u></p> <p><i>Schools should use existing processes and adapt where appropriate.</i></p> <p></p> <p>Meeting the needs of pupils _September 20</p> <p><u>https://kentresiliencehub.org.uk/wp-content/uploads/2020/01/Kent-Emotional-Health-and-Wellbeing-System-on-a-page-professionals.pdf</u></p>

	Yes/No	Resources
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Requirement		
General Safety		
<ul style="list-style-type: none"> ○ Schools should revisit and update their risk assessments (building on the learning to date and the practices they have already developed), to consider any additional risks and control measures. ○ Mechanisms are in place to engage with the NHS Test and Trace process and clearly communicated to all staff, volunteers and parents/carers. ○ Mechanisms are in place to manage confirmed cases of coronavirus (COVID-19) amongst the school community. ○ ID checks are in place for site visitors. ○ Safeguarding and health and safety processes are explained to visitors to the school, paying particular attention to any changes in process since March 2020 e.g. signing in at the front desk. ○ All staff and children are reminded of their role and responsibilities should emergency procedures need to be initiated, including fire and lockdown. 		<p><u>Restricting attendance during the national lockdown: schools: Jan 2021</u></p> <p><i>Schools should use their existing processes and refer also to Operational Guidance</i></p> <p><u>https://www.nhs.uk/conditions/coronavirus-covid-19/testing-and-tracing/</u></p>