

Safeguarding in schools, colleges and other providers guidance 1 **30/3/2020 (COVID 19)**

In addition to settings own approved safeguarding and child protection policies the following additional guidance is offered to supersede this in the times that COVID19 closures, and care provision is in place. Settings will need to consider the guidance set out by the DfE (March 27 9.41pm) included below in context for their setting and when developing amended arrangements.

Schools should provide an addendum to their own policies and processes using this guidance, and that provided by the DfE. This will require regular update. Governors will need to be kept up to date with changes to policy or procedures. LA guidance is that the addendum is reviewed as guidance from the DfE is published, or when changes need to be made contextually for their own setting.

Addendum to the following:

SCC guidance:

- Guidance for schools and education settings to develop safeguarding policies, SCC January 2020
- Guidance to develop child protection policies, SCC January 2020
- Processes for ensuring EHCP provision

Schools own:

- Safeguarding and Child Protection policies
- Social media use policy
- Acceptable use of technology for staff and pupils
- Induction of staff and volunteer processes
- Risk assessment of staff and volunteer processes
- Single Central Record- safer recruitment policies
- Online learning processes
- Staff code of conduct/staff behaviour policy
- Emergency contact update for staff and pupil processes

Effective date:

Immediate effect: Wednesday 1st April 2020

Policy review: As government updates are published, or local needs arise the policy will be reviewed and any updates will be shared with head teachers, leads for settings. It will also be published on Young Southampton- working with children- safeguarding – local guidance. **Minimum weekly review from Wednesday 8 April 2020 until schools and settings re-open in line with government advice.**

Responsible Officer: Alison Philpott

Introduction

During the school shutdown period the roles of schools have shifted from business as usual to provide care; focussed on enabling there being places to provide children of critical workers and those considered to be vulnerable to be cared for, where alternative care cannot be found.

This guidance is relevant to all schools, whether maintained, non-maintained or independent (including academies, academy trusts, free schools and alternative provision academies), maintained nursery schools and pupil referral units.

Where the guidance refers to 'colleges' this includes all of the following:

- further education colleges
- sixth-form colleges
- institutions designated as being in the further education sector
- other further education providers, funded by the Education and Skills Funding Agency, such as 16 to 19 academies and independent learning providers, including special post-16 institutions.

The principles of Keeping Children Safe in Education 2019 remain in place, but it is recognised that settings will need to amend their own policy and practice to reflect their own context as we move through the current situation.

Key information:

- Schools (or hub site) remain responsible for ensuring that no unsuitable person/s are able to enter the children's workforce or gain access to children
- Children should continue to be protected when they are on-line
- Adults should continue to place the best interests of a child first
- Contact with, and between professionals supporting children should be retained to ensure that the most up to date information is shared between professionals at this time in the best interests of the child and contextual, trauma informed safeguarding
- Staff should record they have received updated DSL contact details or recording processes and understand the changes. An agreed member of staff should take responsibility for recording this. Staff should also agree that they understand that it is their responsibility to ask any questions if unsure about any changes or safeguarding processes as we move through the care providing period.
- Staff and volunteers should continue to report immediately any concerns they have – firstly, to a Designated Safeguarding lead (this may be in person, via an online system or email system ensuring information is shared securely and in line with data protection Act 2018)
- Schools should find a way of communicating to all staff who the DSL is each day and how to contact them, and details of any deputy. Including if provisions join in a hub arrangement or staff move settings. A DSL from both sites should be available if

schools join, even if remotely. A named senior member of staff should take on site responsibility and this should be made known daily either at reception or by electronic methods.

- Any referral should be confirmed as received by the DSL or deputy, especially if this is being offered remotely so that the member of staff completing the referral of information can be confident of information received and where relevant of actions taken.
- If a member of staff cannot reach the DSL, or deputy, or confirmation is not received they should speak to the senior member of staff on site, record this and then, if agreed, refer information themselves, without delay to MASH using the professionals line, or if appropriate to the Police directly.
- For any child moving school temporarily:
 - there must first be a discussion with SEN team and parents regarding the proposed changed provision and the risks this may bring to identified needs
 - Second there must be a discussion between DSLs that is recorded to ensure that any pertinent welfare or child protection information is known. Ideally, whichever plan/s are relevant will be securely shared before the child starts or as soon as possible after - CP plan, CiN plan, PEP, responsible Virtual school, or EHCP
 - Any information that supports the educational provision for a child with an EHCP should be shared with the SENCO, or senior leader which may be the DSL, ideally before they begin. Communication with staff leading activities in the care provision will be required to ensure a child's needs are met.
- The LA also expects that information for an individual child, without an EHCP but for whom it is provision in their usual setting will be shared and recorded. This could include nurture activities, assessed support not requiring an EHCP, known triggers for behaviours, or de-escalation techniques should be shared with the SENCO or agreed senior leader. This information, where it is in the best interests of the child should be communicated to staff leading any activities provided in the care provision.
- If the child is looked after any school move should be discussed, agreed and managed with the Virtual school staff.
- For any staff/volunteers moving setting temporarily they should ensure that the setting has provided them with any site child protection policy, details of the DSL and any on site lead, and how to report any concerns. If this is not provided on arrival, the staff member should seek it from the site senior lead or setting staff.
- If a setting is unable to sustain DSL availability, the head teacher, DSL or a senior member of staff should contact Derek Wiles derek.wiles@southampton.gov.uk as soon as this is known. Subject should say DSL unavailable and your school name. alison.philpott@southampton.gov.uk should be cc'd.
- Any changes to DSL contact details should be emailed to alison.philpott@southampton.gov.uk. Cc: Danielle.rutherford@southampton.gov.uk: mark.oliphant@southampton.gov.uk: Jacqui.schofield@southampton.gov.uk

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1- Recording and sharing concerns

- Where possible in- school processes should remain the same. Records should be kept within a settings usual system where this is possible and timely.
- If the current process is not able to be used, then the planned changes and replacement system for recording concerns should be communicated to all staff.
- Staff should respond to the DSL, or nominated person, if they are due to be in school or in contact with young people through, for example online learning provision that they understand and know it is their responsibility to ask if they are unsure about any changes.
- If a young person moves setting temporarily then a record of any concern should be kept by the setting attended, and this should be shared with the DSL or Head teacher from the young person's usual setting as soon as possible, by telephone discussion, followed by transferring the record in a secure process after.
- MASH is currently operating with the same contact details. This process is currently unchanged. The process is also unchanged for Early Help.

Any record of a concern should include factual, accurate details of:

What happened? Exact words, with factually accurate recording, no personal opinion.

When it happened?

Who was involved?

Where did it happen?

As is usual practice: reassure the child/ young person that you will support them by passing the information to the designated safeguarding lead who is trained to help with any issues they have and will know what needs to happen next. You must not agree to keep it a secret, not must you hold on to the information, it must be reported to the DSL without delay.

If allegations are of between peer sexual violence and sexual harassment, then please refer to the current guidance for Child Protection policies SCC January 2020 and KCSiE 2019 part five using any amended processes for contacting the DSL or deputy.

All current processes such as recording using body map (Appendix 1) remain in place. Staff are asked to seek guidance from the DSL if unfamiliar with this tool.

At no point should any photographs be taken of any marks or injuries; this remains the same as previous SCC child protection policy guidance (January 2020).

2 -Intelligence information

If information is intelligence for the Police, non-urgent and not clear if any crime has been committed but indicates that a young person or vulnerable adult may be at risk, or a crime may be/may have been committed use the online CPI form found at:

<https://www.safe4me.co.uk/portfolio/sharing-information/>

You should take advice from your DSL on any recording of information within school system. IMPORTANT: The CPI form should not be kept once submitted. It should be used for non-urgent intelligence information that may indicate something may have happened or be about to happen. Any member of staff can, in their professional capacity provide information by using a CPI form, though it is recognised most staff would want to speak to the DSL first, it is recognised at this time this may not be possible.

Referrals to MASH are separate and may be required as well depending on the information needing to be referred. (See safeguarding update 3, Friday 3rd April for further details)

3- Designated safeguarding Leads

Contact information should be kept up to date and communicated to staff effectively.

This should also be communicated to the Local Authority, if there are any updates from the information already shared. This is collated by alison.philpott@southampton.gov.uk ; Danielle.rutherford@southampton.gov.uk and shared with MASH Education navigator, Mash manager, MASH ATM, MASH sergeant, Social Care leaders and managers and Operation Encompass for safeguarding of children and young people or vulnerably adults.

Settings should provide clear information daily (including out of hours and holiday time contacts) – at reception and via electronic communication for all adults – who the Designated Safeguarding Lead is, how to contact them, and what to do if the DSL is working remotely and an onsite person is leading any face to face discussion required.

This includes ensuring that any volunteers or additional providers supporting Easter school are clear about their responsibilities and contact details for safeguarding leads and LA staff.

Discussion with professionals such as, for example, MASH, social care colleagues should remain a key facet of your role, ad be undertaken through the same phone numbers and referral routes as business as usual practice currently.

Any trained DSL will remain considered as trained during this period, even if their two-year role specific training runs out during this time.

Any amendment to practices and processes should be considered by the DSL with the Head teacher, or senior lead in the absence of the head teacher in the context of safeguarding and child protection prior to their implementation. Governor should be kept up to date.

DSL, deputy or the designated on site lead for safeguarding should ensure that wherever required partners are able to carry out assessment and interviews where needed with

children and young people where they are a statutory duty or in the best interests of the child.

Oversight

Oversight by DSLs must be undertaken regularly so that any information noted by staff can be considered in context for each individual child and referred on where necessary.

Any contextual note should be added to the record, and any actions clearly set out, with a timeframe, and checked they have been completed and any outcome. This will support contextual safeguarding if the DSL with the most knowledge of an individual child becomes ill, unable to access records.

DSL training and updates will be provided through the following mechanisms:

1-training - We are developing support, advice and guidance for Designated Safeguarding Leads (DSL's) in line with government guidance and local needs we will review this regularly. Updates will be provided through training support and the safeguarding weekly update.

2- The safeguarding update will be distributed every Friday evening providing useful information and resource links. This is not training but will help DSLs keep up to date with any guidance and common local queries.

Safeguarding update 3 will have this addendum attached also.

4- Sharing of information

Whilst settings should continue to have due regard to Data Protection Act 2018 and GDPR this does not prevent the sharing of information where that is strictly necessary for the purposes of keeping children safe. Further advice can be found paragraphs 76-83 of KCSiE 2019.

Templates provided to record sharing in the Retention and transfer of records policy (SCC January 2020) can be used, but as the setting move is temporary a record of what information has been discussed between DSLs (and where appropriate SENCO's), logged by both settings in their recording system is sufficient.

5- Meetings of professionals for safeguarding purposes

The majority of meetings are now happening via telephone discussions. These include:

- Child protection conferences and Child in Need meetings
- Return interviews from missing episodes (case by case basis)
- LADO strategy and review meetings (case by case basis)

A risk assessment is in place for SCC colleagues to determine how to proceed if it is deemed that a face to face/ home visit may be required.

Education settings remain required to provide up to date information, given circumstances, for each child. This is most likely through a discussion via telephone. SCC requests that you ensure that whilst participating in calls that are likely to include sensitive information you are careful about who can hear the information being shared, and share any written information securely, in line with any amended setting policy and processes.

6- Attendance

Schools are expected to have offered a place to all children who have at least one parent who is a critical worker and all those who have a social worker and/or EHCP.

Attendance should continue to be submitted to the DfE on the daily spreadsheet until notified otherwise by the DfE.

The LA recommends that a record of this should be retained, and any timing of sessions attended noted, especially if they differ from the whole session time on offer each day.

Where possible sessions should be offered as close to normal school day times as possible, with breakfast and after school provision also provided where possible to support the critical workers working.

Schools should consider their own context and capacity to determine if they would wish to extend provision wider to consider those on the edge of care or children/ young people having other known vulnerabilities who are not able to identify an alternative care arrangement. Free School meals should not be the only factor driving this decision as has been set out in previous government guidance.

Places needs should be communicated between schools and parents as it is recognised that care needs may change during the coming period.

Attendance of vulnerable children

It is an expectation that vulnerable children (those with a social worker, or meeting Section 17 definition of the Children's Act 1989) will take up places to attend school, **unless** through consultation with the school, social worker and the family it is agreed that it is not in the best interests of the child to do so. This may be due to an underlying health condition or other known contextual factors agreed by the social worker.

The definition of vulnerable children includes those with an EHCP up to the age of 25. Many children and young people with EHC plans can safely remain at home. Schools, colleges and other training provider and local authorities will need to consider the needs of all children and young people with an EHC plan, alongside the views of their parents, and make a risk assessment for each child or young person. The Local Authority together with schools and colleges will need to decide who is best placed to make the risk assessment.

A number of risks must be considered for each individual. Including:

- The potential health risks to the individual from COVID-19, bearing in mind any underlying health conditions. This must be on an individual basis with advice from an appropriate health professional where required.
- The risk to the individual is some or all of the elements of the EHC plan cannot be delivered at all, and the risk if they cannot be delivered in the normal manner or usual setting
- The ability of the individual's parents or home to ensure their health and care needs can be met safely
- The potential impact to the individual's well-being of changes to routine or the way in which a provision is delivered.

The Coronavirus Act 2020 has temporarily suspended the statutory duty on Local Authorities to maintain national curriculum / core provision for children, as long it can demonstrate reasonable endeavours to do so during the COVID19 period.

Schools will need to work closely with the SEN team to establish provision and communicate any proposed changes if staffing or context changes within each individual setting as soon as it is known.

It is expected that schools, SCC SEN staff and social care staff will communicate regularly, and the school will take the lead on establishing expected attendance and communicating any non-attendance or changed attendance the same day to the social worker, SEN team or line manager.

For those children who are being supported by children's social care, local authorities will be expected to prioritise support to the most vulnerable, including undertaking necessary visits whilst taking appropriate infection control measures. Schools should be aware of which children need a priority visit due to non/different than expected attendance or isolation decisions and should communicate this at the earliest opportunity to the social worker/professionals working with the child/family.

Schools are expected to observe the guidance on social distancing wherever possible.

<https://www.gov.uk/government/publications/coronavirus-covid-19-implementing-social-distancing-in-education-and-childcare-settings>

If the SEN team, social worker or line manager cannot be reached schools are asked to notify:

SEN – child or young person with EHCP:

Tammy Marks tammy.marks@southampton.gov.uk

(Subject Childs name ATTENDANCE)

Child on CP Plan, CiN or other pupils with additional professional involvement:

Alison Philpott alison.philpott@southampton.gov.uk

(subject Childs Name ATTENDANCE)

It will be particularly important to communicate any changes to expected attendance for vulnerable children to their social worker/SEN team/ additional professionals working with the child/family without delay.

Attendance for Easter two-week holiday provision

For discussion regarding Easter provision queries please contact

Bryn.roberts@southampton.gov.uk

For those running/ hosting Easter provision using additional providers the following should be considered:

- Monitoring of attendance
- List of usual school attended to support safeguarding recording and reporting of concerns
- DSL provision – a DSL, and deputy should be available for each setting – contact details should be made available for each day and shared with any providers on site.
- Providers will ensure that existing staff and volunteers have the correct checks in place to allow them to work in regulated activity. This information should be communicated to the nominated person on site.
- Providers will also need to ensure that appropriate checks are carried out on any new staff and volunteers to ensure that no unchecked person can volunteer to work in regulated activity. The settings hosting the provision will need to be satisfied that this is in place, and will record details on their Single Central register, including details of when each person was on site to deliver a session daily as set out in the safer recruitment section of this addendum.

7- Contact with other children for whom there may be concerns or no concerns but were not offered a place in the care provision process

Schools should develop a process whereby they can establish regular contact, within specific guidelines and acceptable use of technology processes and staff behaviour policy/code of conduct with other pupils on roll at their setting.

This will be important to support children's mental health and well-being as the current societal challenges relating to COVID19 and individual family circumstances will inevitably be more challenging for many children.

It should also be designed to retain the sense of belonging a child and young person has with their current educational setting which should support re-establishment of normal

expected patterns of regular attendance once the system returns to an educative rather than care function.

It will enable schools to report any concerns regarding the safety of children who are not open to Children's Social Care as effectively as possible in the current circumstances. Concerns should be recorded in the same, if necessary, amended processes that are in place through the DSL, deputy or named senior safeguarding on-site lead.

Recording of concerns should occur as outlined earlier (reporting and recording concerns)

8- Safer recruitment

Additional staff/volunteers on site or staff moving schools

The setting where provision is located is responsible for ensuring no unsuitable person/s are able to have access to children and young people at this time. It is their responsibility to assure themselves that any checks carried out by other providers are in appropriate and in place.

A named person/s will need to seek the same assurance for any additional adults – staff or volunteers - on site or used for online lessons - in line with as business as usual practice.

Risk assessments may need additional elements to ensure that no member of staff places themselves at risk of allegations through using technological means to communicate or teach at this time.

If a member of staff moves temporarily to provide care in a setting for which their enhanced DBS was not originally intended the government advice is to be followed. No new DBS check would be required for this temporary period.

This includes if checked childcare workers move temporarily to provide care in school settings. A risk assessment should be carried out. Assurance can be gained and recorded from the current employer that the appropriate checks has been carried out.

Disqualification from childcare

Settings must ensure that all adults – staff or volunteers know their personal responsibilities relating to the Disqualification from childcare. It is recognised that staff may be working outside of their usual age ranges and in a care situation. The local authority therefore expects all settings to ensure that staff, for whom it applies, or when it comes to apply understand that it is their own responsibility to notify the head teacher, or acting head teacher if they become disqualified from working in child care.

A named person/s should take responsibility for recording staff know and understand their responsibilities. Settings may wish to use the letter in Appendix 2 to issue to staff for a return to be recorded.

DBS checking

Part 3 KCSiE remains in place. There are changes to the DBS guidance for ID checking for enhanced and standard DBS checks to minimise the need for face-to-face contact.

<https://www.gov.uk/government/news/covid-19-changes-to-standard-and-enhanced-id-checking-guidelines>

Single Central Register during COVID-19

LA guidance is that schools may wish to set up a separate tab on their Single Central Register to record any additional or changed staffing or volunteers for the period to cover COVID19.

This should include:

- The name of the temporary staff/volunteer
- The role they will undertake and if it is regulated/unregulated activity as set out in KCSiE 2019
- the name of employer who has carried out the checks
- a record of which checks have been completed, and if they were all clear/as expected
- the date information was received and by whom
- a note of any risk assessment carried out by the new temporary setting – who carried it out and when, and any special arrangements to be followed
- identification check completed by new temporary setting
- any qualifications relevant to role, including first aid, paediatric first aid
- days and times each person was in school/ actively scheduled to be taking a session

Risk assessments for settings own volunteers should continue to be completed in the same way as business as usual. Under no circumstances should a volunteer, who has not been checked, be left unsupervised or allowed to work in regulated activity.

9- Induction of new staff/volunteers

Induction for any new staff/volunteers should continue and include the confirmation that they have read and understood KCSiE 2019 part1, and know it is their responsibility to ask any questions if they are unsure.

Induction should also now include any changes to “business as usual” given each schools context and staffing arrangements especially for contact with DSL’s which may need to be updated regularly.

10- Referrals to TRA or DBS

Advice about referrals to the Teacher Regulation Agency should continue to be followed as set out in paragraph 166 of KCSiE 2019 and at www.gov.uk/guidance/teacher-misconduct-referring-a-case .

During COVC19 referrals should be made by emailing:

Misconduct.teacher@education.gov.uk

All referrals will continue to be considered, but no hearings will be scheduled at this time. If a serious safeguarding concern is referred and it is deemed it is in the public interest consideration will be given by the TRA as to whether an interim prohibition order (IPO) should be put into place.

Settings must continue to follow their statutory responsibilities to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult, as set out in Paragraph 163 of KCSiE 2019.

Schools are asked to review their acceptable use of technology, e-learning and social media policies and procedures to ensure that any processes they have put in place safeguard children and young people, and also do not increase the risk of allegations against staff (see also working remotely section below).

A named member of staff should undertake a recording task to ensure that staff understand the updated or changed policy or processes with respect of distance learning and communication methods.

At no time should a staff member use personal social media channels to communicate with a pupil. Settings should ensure that **all pupils, staff and volunteers** receive communication regarding how to contact staff or external agencies such as the Local Authority, or external approved agencies, if they have any concerns.

It is advised that where on-line lessons are being used with individual or small groups of pupils that more than one member of staff is present online within the session where possible.

11- Working remotely

Mental health and well-being advice for supporting children and young people

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing>

Is it recommended that education staff familiarise themselves with this document and also refer parents and carers to it should they consider it will be helpful for them as well.

Working remotely and electronically – settings and staff

Schools should continue to ensure that appropriate filters and monitoring systems (www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-monitoring) are in place to protect children when they are on-line using the settings IT systems of recommended resources.

Schools need to consider contingency plans for ensuring that there are staff identified who have the technical knowledge to be able to maintain the safe IT systems, and what the contingency is should they fall ill/ be unavailable.

The following links support governing bodies and proprietors to assure themselves that any new/changed arrangements continue to effectively safeguarding children on-line

<https://www.gov.uk/government/publications/online-safety-in-schools-and-colleges-questions-from-the-governing-board>

The following link provides support for professionals with any online safety issues they face.

<https://saferinternet.org.uk/helpline/professionals-online-safety-helpline>

For many settings this will be a time where the use of on-line learning has been introduced or expanded. This can create gaps in safe and acceptable use for adults and children and young people without full assessment of processes and understanding clearly set out regarding acceptable use.

As stated, it is recommended that the acceptable use of technology, including social media policies are reviewed and clarified with all staff, and pupils at this time. It is likely that with such an increased usage of on-line learning at this time current policies may require an addendum to cover practice during COVID19. Schools will need to decide this in context.

The principles set out in the guidance for Safer working practice for those working with children and young people in education settings published by the safer recruitment consortium (<https://www.saferrecruitmentconsortium.org>) may help leaders satisfy themselves that their staff behaviour policy/code of conduct is robust for the changed circumstances.

Staff will need to ensure that any sensitive information is stored or discussed in as secure a manner as is possible given each workers home working circumstances.

Settings will need to ensure that any change processes are in line with Data Protection Act 2018 and GDPR requirements.

As most children will not be physically attending school it is important that staff continue to look for signs if children are at risk, and continue to record in school systems, or revised school systems anything noticed, however small.

As set out earlier, it is even more important than usual that any record of concern noted has clearly set out details of what was noticed, when and what actions were taken as a result as staff will have less contact and discussion face to face to explore concerns.

The government is providing guidance of providing education remotely – this should be read and followed once it is available.

It will set out four key areas that leaders should consider as a part of any remote learning strategy, including the use of technology.

Working remotely and electronically – children and young people

Keeping children and young people safe when most of the learning, for most pupils, will be provided through an on-line platform accessed by parents or themselves is a priority.

Settings will need to provide:

- an up to date agreement about acceptable use of technology in the current situation, including social media between students and staff that is written in a level of English pupils can understand. It may need to be translated for pupils/parents with little or no English or provided in an alternative way for those with difficulty accessing written communication.
- boundaries regarding times to access teachers, or a trusted adult should be set with clear guidance about who to contact if a child or young person has a concern outside of these hours. This should include the two-week Easter holiday period coming up
- Clear reporting mechanisms for reporting concerns when on-line, as well as reporting routes back to school and through other organisations such as:
 - Childline: <https://childline.org> or 0800 111111
 - UK Safer internet centre to report harmful content <https://reportharmfulcontent.org>
 - CEOP for advice about making a report about online abuse <https://ceop.police.uk/safety-centre>
- Resources should be checked before issuing – if they are on-line, and it should be encouraged that pupils work whilst accessing on-line resources within the school's system, if possible so the systems filters can be applied.
- Communications to parents should set out as clearly as possible what children and young people will be asked to access, and which adults will be communicating with their children during this time.
- Parental information so as parents feel confident that they can, if they are seeking additional support such as on-line tutoring, ensure they can request information that reassures them the provider is a reputable company or person and trusted with access to their children.

- Parental information set out below sign posting where support for parents and carers to keep their children safe on-line can be found should be shared with all parents and carers:
 - Internet matters <https://internetmatters.org>
 - London Grid for Learning <http://lgfl.net/online-safety>
 - Net-aware <https://net-aware.org.uk> support form the NSPCC for parents
 - Parent info <https://parentinfo.org>
 - Thinkuknow <http://thinkuknow.co.uk> advice from the National Crime Agency
 - UK Safer Internet Centre <https://www.saferinternet.org/advice-centre/parents-and-carers>

12- Employment and exploitation of young people

It is known that at times young people are exploited through employment. The regulations in place to protect young people are clear. However, we are already becoming aware that young people are joining in the volunteer groups developing to support in local communities. Whilst this is not against the law, it does mean there is an opportunity to exploit young people. SCC requests that during this time, when in conversations with young people and families that you note any “employment” that you are unclear about, record this in your recording concerns system, and if you feel it appropriate that the DSL, deputy or senior site lead, or individual staff contact MASH to inform and discuss.

13- Hidden Harms

Police colleagues request, together with safeguarding partners that education staff remain aware that breast flattening, FGM, faith-based abuse will be possibly more difficult to consider at this time, but that does not mean it is not occurring. The risks of home-based breast flattening and FGM remain. Therefore, please ensure that all concerns are recorded in your school systems and discussed with the DSL or deputy.

If a teacher knows that FGM has occurred the statutory duty remains in place that it is their personal responsibility to report this to the police directly.

Where a teacher is unclear if it has occurred then the referral route to MASH should be followed.

14- HUB arrangements – settings joining on different sites

All decisions that require movement away from settings current policy and procedure should be agreed with a designated safeguarding lead, senior member of staff and clearly recorded in file. The Local Authority education team are available for discussion and where settings are amalgamating should always be informed of the challenges and proposed

solutions for agreement. The hub site retains responsibility for ensuring that all staff and volunteers are appropriately checked and any risk assessments for site and staff. Governing bodies should be kept up to date with leader's decisions as soon as possible.

15- Contact information

At time of publication (Tuesday 31st March) all referral routes into the Local Authority are as below:

Multi-agency safeguarding hub:

<https://www.southampton.gov.uk/health-social-care/children/child-social-care/multi-agency-safeguarding-hub.aspx> (online referral form here)

Telephone number for professionals: 023 8083 2300

Email address: MASH@southampton.gov.uk

Early Help hub:

Telephone number: 02380833311 offer of discussion at this time, which may then lead to needing a referral

<https://www.southampton.gov.uk/health-social-care/children/children/child-social-care/early-help.aspx>

LA designated Officer: Jemma Swann

Email address: LADO@southampton.gov.uk

TEL: 023 80 382693 Mobile: 07500952037

Operation Encompass remains operational and same process

Lead for Education: Derek Wiles

Derek.wiles@southampton.gov.uk

Lead for safeguarding in School improvement team: Alison Philpott

Alison.philpott@southampton.gov.uk

TEL: 07500050277

16-Appendix 1 – Body map and recording

Recording Form

Child's name:

Date and time of disclosure

D.O.B

Name and role of person raising concern/taking disclosure:

Details of concern

(who? What? Where? When? Any factual, observable behaviours when disclosing? use child's exact words)

Actions taken

Date and time

Person taking action

Action taken/ decision made and reasons for it

Outcome of action

Name of person completing record: _____

Role:

Staff involved:

Date information shared (if different from above):

Date information recorded for file (if different from above):

Body Maps should be used to document and illustrate visible signs of harm and physical injuries. Always use a black pen (never a pencil) and do not use correction fluid or any other eraser. Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

***At no time should an individual teacher/member of staff or school take photographic evidence of any injuries or marks to a child's person, the body map below should be used. Any concerns should be reported and recorded without delay to the DSL and onto appropriate safeguarding services, e.g. Social Care direct or child's social worker if already an open case to social care. Your DSL may call MASH, or the police directly.**

When you notice an injury to a child, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:

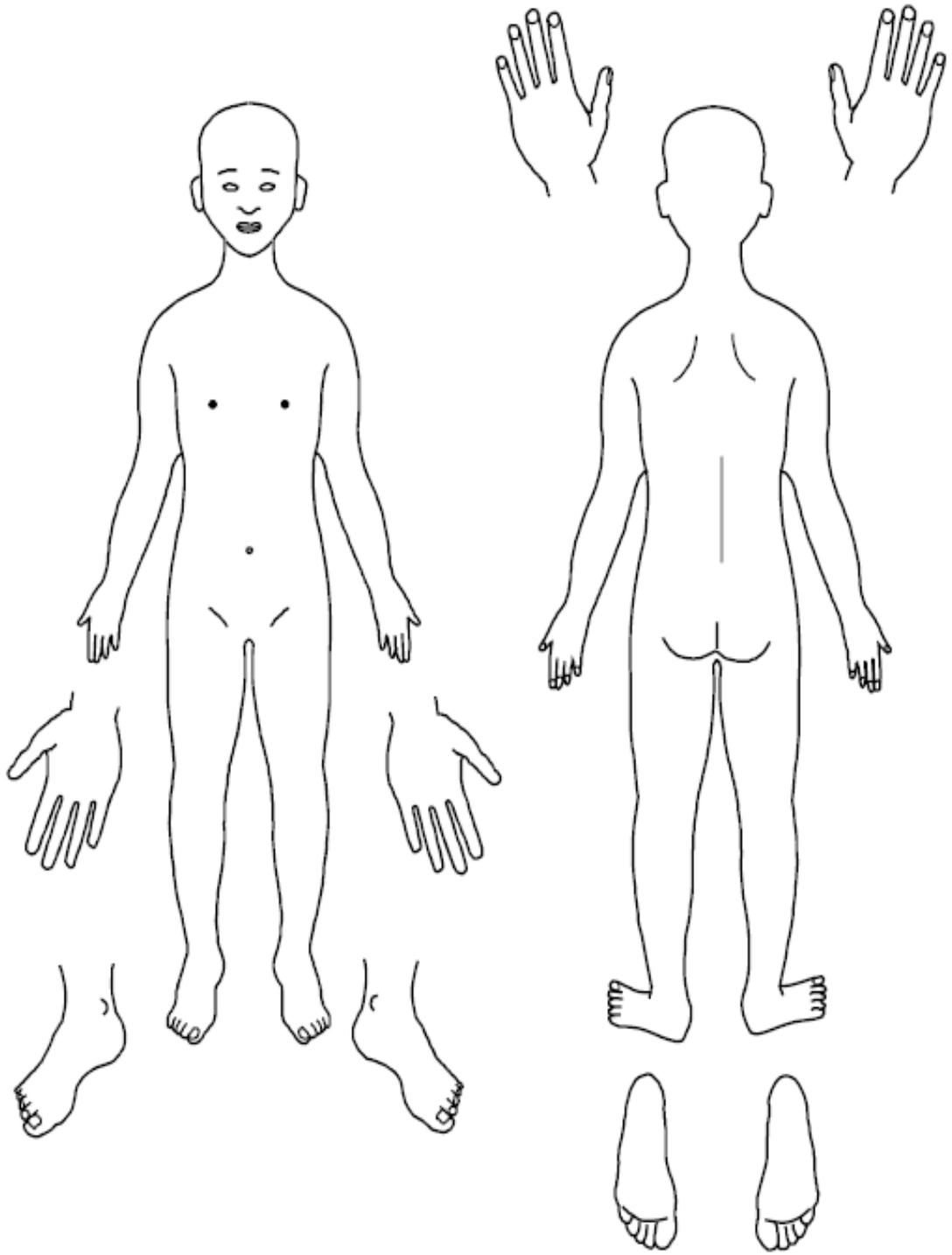
- **Exact site of injury on the body, e.g. upper outer arm/left cheek.**
- **Size of injury - in appropriate centimetres or inches.**
- **Approximate shape of injury, e.g. round/square or straight line.**
- **Colour of injury - if more than one colour, say so.**
- **Is the skin broken?**
- **Is there any swelling at the site of the injury, or elsewhere?**
- **Is there a scab/any blistering/any bleeding?**
- **Is the injury clean or is there grit/fluff etc.?**
- **Is mobility restricted as a result of the injury?**
- **Does the site of the injury feel hot?**
- **Does the child feel hot?**
- **Does the child feel pain?**
- **Has the child's body shape changed/are they holding themselves differently?**

Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

Ensure First Aid is provided where required and record

A copy of the body map should be kept on the child's concern/confidential file.

Name of Child: _____ DOB: _____ Class: _____





Date of recording: _____ Person completing record: _____

17 - Appendix 2

SCHOOL HEADED PAPER

DATE

Dear Colleague,

Re: Childcare Disqualification Requirements

The Department for Education advises early years settings and schools to undertake checks with regard to childcare legislation on a regular basis and ensure that this along with the information held on the Single Central Register for existing staff is up-to-date.

The School is required to carry out checks at the start of employment for new staff and on a regular basis for existing staff that are covered by the legislation. Staff working in the following areas are covered:

- Staff that provide any care for children in early years provision – this includes children up to and including reception age.**
- Staff that provide childcare outside of school hours for children who are above reception age but who have not attained the age of 8 (breakfast and after school club provision)**
- Staff that are directly concerned in the management of such early or later years provision.**

The School must take reasonable steps to ensure that no one who is disqualified works in connection with the above provision in the school. In summary, a person is disqualified if they have:

- been included on the Disclosure and Barring Service (DBS) Children's Barred List.**

- **been cautioned for, or convicted of certain violent or sexual criminal offences against adults and any offences against children;**
- **been the subject of an Order, direction or similar in respect of childcare, including orders made in respect of their own children'**
- **had registration refused or cancelled in relation to childcare of children's homes or have been disqualified from private fostering;**
- **been found to have committed an offence overseas, which would constitute an offence regarding disqualification under the 2018 regulations if it had been committed in any part of the United Kingdom**

This check is in addition to a DBS check. Any of the above criteria disqualify staff from providing the childcare provision outlined. Staff who have a relevant offence and/or an order are disqualified immediately and must apply to Ofsted to request a waiver in order to allow them to continue to work in these areas.

I have determined that given the changes working arrangements during COVID-19 you are covered by the legislation and for that reason, I have a legal obligation to make you aware that you have a duty to report any relevant information to me about yourself (even if that information has previously been considered in relation to a DBS check).

Further information on disqualification under the Childcare Act, including a list of the offences and orders covered, can be found at:

<https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006>

Broadly speaking, the 'certain criminal offences' include a caution or conviction for:

- **any offences by an adult against or involving children**
- **Any sexual offence by an adult or a child against an adult or a child**

- **Murder, manslaughter, kidnapping, false imprisonment, assault occasioning grievous or actual bodily harm**

For cautions, you are only required to disclose those issued on or after 6 April 2007. This does NOT apply to relevant convictions, which must be declared irrespective of date.

Whilst schools are no longer entitled to routinely ask staff about cautions and convictions of someone in their household, it is important that you still fully comply with the School's Safeguarding Procedure and 'Keeping Children Safe in Education' (link below)

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

It is important that staff are aware that behaviour by themselves, those with whom they share a household, or others in their personal lives may impact on their work with children and have safeguarding implications.

You are required to make me personally aware of any relevant information, in writing, by no later than 7 days from receipt of this letter. You will need to provide, as far as possible, any details relating to the order, determination, conviction or other grounds, the date it was made along with any other details including a copy of the relevant order or conviction. This information should be provided in a sealed envelope, clearly marked 'Strictly confidential - for the attention of [insert head teacher name] only' and handed to [insert name]. Please be assured that any information disclosed will be treated in the strictest of confidence and in line with data protection requirements. If there are different arrangements required during COVID-19 INSERT THEM HERE.

Please note that this is an ongoing requirement and so, if you do not have any relevant information to disclose at this point, but do in the future, you must make me aware of any relevant information immediately.

I understand that a disclosure may be difficult and stressful. If you have any questions or concerns, please do not hesitate to contact me at [insert contact details]

I would like to thank you for your cooperation and support in complying with this legally required process.

Please sign below and return a copy of this letter to the office to confirm you have read and understood the content of this letter.

Signature:..... Print Name:..... Date:.....

Or alternatively - You are required to sign the signature sheet held in the office to confirm that you have read and understood the content of this letter.

Yours sincerely,

Head teacher