

COVID-19 school closure arrangements for Safeguarding & Child Protection policy annex



Approved by: Governors

Approved on: January 2021

STA Contact: Headteacher

Revision due: Ongoing

This policy is for use during the COVID-19 school closure from 5th January 2021 only

Context

From 5 January 2021 government guidance requires all schools to partially close for the period of interim COVID-19 arrangements.

On 7 January 2021 The Department for Education issued [‘Restricting attendance during the national lockdown: schools. Guidance for all schools in England’](#).

Page 39 of that guidance indicates that schools and colleges should review their child protection policies to reflect the move to remote education for pupils who are not attending school.

This annex does not cover all the other areas in the ‘Restricted Attendance guidance’ for example, parents and carers who are critical workers, wearing of face coverings, or good respiratory hygiene. Schools and colleges should review the guidance and ensure it is adapted to suit the needs of their particular setting.

This annex is supplementary guidance for the period of lockdown ‘3’, January 2021 only. During this period all schools and colleges MUST CONTINUE to have regard for the statutory guidance [Keeping Children Safe in Education 2020](#)

COVID-19 January 2021 annex for your current child protection policy.

This annex of the St Andrew’s CE High School Safeguarding, and Child Protection policy will take effect from 15 January 2021 and remain in place during this period of time and will be reviewed as government policy and guidance changes.

COVID-19 school closure arrangements for Safeguarding & Child Protection policy annex

Approved by: Governors

Approved on: January 2021

STA Contact: Headteacher

Revision due: Ongoing

1. Key contacts

Role	Name	Contact number	Email
Designated Safeguarding Lead	Paul Guyan	01903 820676	guyanp@sta-worthing.com or DSL@sta-worthing.com
Deputy Designated Safeguarding Lead	Mia Lowney	01903 820676	lowneym@sta-worthing.com
Headteacher	Mia Lowney	01903 820676	lowneym@sta-worthing.com
Chair of Governors	Peter Woodman	01903 820676	woodmanp@sta-worthing.com
MASH WSCC		01403 229900 (Out of Hours – 0330 222 6664)	Referrals to MASH should be made on the following web-based forms which can be accessed here: Adults - https://www.westsussex.gov.uk/raiseaconcernaboutanadult Children's - www.westsussex.gov.uk/Raiseaconcernaboutachild Referrals can also be made by telephone to 01403 229900
LADO	Miriam Williams Donna Tomlinson Assistant LADO: Sally Arbuckle	0330 222 6450 (9am -5pm) (Out of Hours – 0330 222 6664)	LADO@westsussex.gov.uk
Safeguarding in Education		0330 222 4030	safeguarding.education@westsussex.gov.uk

2. Additional school contacts regarding safeguarding and CP during school partial closure:

Role	Name	Contact number	Email
Assistant Head	Maria Stewart	01903 820676	stewartm@sta-worthing.com
Assistant Head	Harriet Goss	01903 820676	gossh@sta-worthing.com
Head of Year 7	Matt Carter	01903 820676	carterm@sta-worthing.com
Safeguarding support	Nicole Wade	01903 820676	waden@sta-worthing.com

3. Staff Resilience – School Safeguarding Team

It is expected that our school will have a trained DSL (or deputy) available on site. However, it is recognised that on occasions there may be operational challenges to this. In such cases, for our school there are two options to consider:

- a trained DSL (or deputy) from the school can be available to be contacted via phone or online video, for example working from home
- sharing trained DSLs (or deputies) with other schools (who should be available to be contacted via phone or online video)

Should we not have a DSL available on the telephone nor from another school, the member of staff who is operationally in charge of the school at that time, will be responsible for co-ordinating safeguarding on site.

COVID-19 school closure arrangements for Safeguarding & Child Protection policy annex



Approved by: Governors

Approved on: January 2021

STA Contact: Headteacher

Revision due: Ongoing

If we are aware we may face the possibility of not having a DSL available either on the school site, on the telephone, or from another school we will make immediate contact with the WSCC Safeguarding in Education Team on 0330 222 4030 or email safeguarding.education@westsussex.gov.uk for advice and support.

4. Capacity of DSL team in our school

Both DSL, deputy and head are all contactable by phone when not in school. The two remaining SLT have been provided with online training regarding the role of DSL and are prepared to step up if required.

St Andrews C of E High School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

Contact details for these are;

Role	Name	Contact number	Email
Designated Safeguarding Lead	Paul Guyan	01903 820676	guyanp@sta-worthing.com
Deputy Designated Safeguarding Lead	Mia Lowney	01903 820676	lowneym@sta-worthing.com

All regular duties of the Safeguarding and Child Protection team will remain during this period where possible in order to protect both children on roll but not in school and those in school. Staff can raise safeguarding concerns using the email address: Safeguarding@sta-worthing.com

This will include;

- Managing concerns raised
- Updating and managing access to safeguarding and child protection records
Liaising with the offsite DSL (or deputy)
- Undertaking risk assessments for all pupils as necessary
Co-ordinating safeguarding provision and checks for all vulnerable pupils on and off site
- Liaising with children's social workers where they require access to children in need carry out statutory assessments at the school or college engage with key safeguarding partners when requested in an appropriate and safe manner.

5. Safeguarding Training and Induction

Keeping Children Safe in Education 2020 states:

72. The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

73. In addition to their formal training as set out above, their knowledge and skills should be updated (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.

5.1 DSL Training

Our school recognises both DSL induction and refresher courses have been made available by WSCC as on-line courses and which can only be booked via the Safeguarding in Education pages on the West Sussex Service for Schools Site. We will ensure all our DSLs are trained within their two-year cycle. <https://schools.westsussex.gov.uk/>

Our school will also consider if we need to train additional DSLs to mitigate the risk of the majority of our DSL team being away from work and not contactable.

COVID-19 school closure arrangements for Safeguarding & Child Protection policy annex



Approved by: Governors

Approved on: January 2021

STA Contact: Headteacher

Revision due: Ongoing

5.2 Continual Professional Development

We also recognise the Safeguarding in Education pages on West Sussex Service for Schools contain many resources for DSL continual professional development, including a digital library and other relevant information.

5.3 The DSL training dates for our staff are:

Name of staff member	Type of training and date of issue	Role in school
Paul Guyan	DSL – 11/2021	Deputy Headteacher
Matthew Carter	DSL – 17/09/2019	Year Leader
Mia Lowney	DSL – 14/01/2021	Headteacher
Maria Stewart	DSL – 19/09/2019	Assistant Head
Nicole Wade	DSL – 19/09/2019	Cover Supervisor

5.4 Staff training

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). All staff are aware of WSCC procedures for referral and have access to key contacts to do this.

Any new staff, including volunteers, who join the school will receive full safeguarding training.

5.5 Raising a Safeguarding Concern

All staff will continue to follow the normal processes as outlined in our child protection and safeguarding policy for raising safeguarding concerns about any child or young person, whether they attend our school or receive education elsewhere. CPOMS has been opened to allow staff to report concerns quicker from home.

6. Vulnerable children

The Department for Education have identified [vulnerable children](#) as 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:
- children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
- adopted children or children on a special guardianship order
- those at risk of becoming NEET (not in employment, education or training)
- those living in temporary accommodation
- those who are young carers
- those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
- care leavers
- others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health

6.1 Identifying our Vulnerable Children

Our school will use the above definitions to identify our vulnerable children. We will generate a confidential system, accessed only by those who need to know, so we can identify each vulnerable child and monitor attendance and other concerns.

We recognise in the DfE guidance that all schools and colleges are expected to allow and strongly encourage vulnerable children and young people to attend and that parents/carers of vulnerable children and young people are strongly encouraged to take up the place.

COVID-19 school closure arrangements for Safeguarding & Child Protection policy annex



Approved by: Governors

Approved on: January 2021

STA Contact: Headteacher

Revision due: Ongoing

Our school college will support this by: We have identified further student from the initial lockdown who had no access to remote learning due to a lack of devices. They have been provided place in school or have been loaned a laptop. Specific sessions in small groups have been set up for students on the SEND register and is being delivered by the SENCO and SEND teacher. HOYs undertake weekly calls and offer in school places to students struggling with remote learning. HoYs are also in dialogue with social workers to encourage attendance, all calls are logged, and a summary of the conversations stored on TEAMS.

6.2 Identifying Our Vulnerable Children

Appendix A below is a suggested way in which you can identify your vulnerable children and a means to monitor attendance and / or contact with the child and families.

6.3 Supporting Our Vulnerable Children who are attending school

We will continue with our normal processes of supporting our vulnerable children when they are at school. This will include using such tools as 'Day in My Life' as necessary.

6.4 Hearing the Voice of the Child

Our school is very aware that the usual members of staff, whom children and young people may go to when needing to share their worries, may not be physically present at school or immediately available due to self-isolating etc. We will ensure all of our children and young people know who they can go to should they have worries if their usual staff member is unavailable.

6.5 Vulnerable Children Not Attending

If any of our vulnerable children and young people do not attend, our school / college will:

- work together with the local authority and social worker (where applicable) to follow up with the parent or carer to explore the reason for absence, discussing their concerns using supporting guidance considering the child's circumstances and their best interests
- work together with the local authority and social worker (where applicable) and other relevant partners to encourage the child or young person to attend educational provision, particularly where the social worker agrees that the child or young person's attendance would be appropriate
- Maximise the opportunities to understand the lived experience of all of our children who are not attending during lockdown, and particularly those who we recognise are vulnerable.
- Make weekly contact either from the SEND or Pastoral team offering support with home learning or a place in school.
- Teachers are contactable and able to support student during their normal timetable periods.

6.6 Leave of Absence

Latest guidance states 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 of Education 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.

Where our school / college grants a leave of absence to a vulnerable child or young person we will still speak to parents and carers, and social workers (where applicable) to explore the reasons for this and any concerns raised. The discussions should focus on the welfare of the child or young person and ensuring that the child or young person is able to access appropriate education and support while they are at home.

Where providers have had to temporarily stop on-site provision on public health advice, they should inform the local authority to discuss alternative arrangements for vulnerable children and young people and work towards welcoming back pupils as soon as possible, where feasible to do so.

St Andrew's CE High School will work collaboratively with other schools and education providers and other local partners (including the local authority, social workers, police, youth services, key workers etc.) to maximise opportunities for face-to-face provision for vulnerable children.

COVID-19 school closure arrangements for Safeguarding & Child Protection policy annex



Approved by: Governors

Approved on: January 2021

STA Contact: Headteacher

Revision due: Ongoing

St Andrew's CE High School will continually review the safeguarding risks to our vulnerable children and young people and will raise concerns with Early Help and / or MASH when and where relevant.

6.7 Private Fostering

We recognise that if any of our students are accommodated with a host family for 28 days or more then we will share the information with WSCC MASH (contact details above) to enable private fostering assessments to be undertaken.

7. Recruitment, Supply and other temporary staff or peripatetic teachers

Our school will follow our normal procedures for safer recruitment and will continue to undertake all necessary safeguarding and right to work checks for any new members of staff, supply cover or other temporary staff, including volunteers, who come into our school or college.

7.1 Lateral Flow or other testing – volunteers

We will ensure that any volunteers who attend our school to assist with lateral flow testing, or any other testing, will be subject to the same safer-recruiting checks as any other volunteer. If that is not possible in the time frames available to complete all of those checks then those volunteers will be supervised by school staff, who do have the relevant checks in place, at all times.

8. Remote Education

Our school recognises the temporary [continuity direction](#) which makes it clear that schools and colleges have a duty to provide remote education for state-funded, school-age children whose attendance would be contrary to government guidance or law around coronavirus (COVID-19).

St Andrew's CE High School will offer remote learning by:

Satchel:One is the single platform where classwork is set and integrates with MS Teams	<ul style="list-style-type: none"> Students should aim to follow their timetable while remote learning; teachers will be available during timetabled lessons to answer questions via the comment facility on Satchel:One (not the discussion box). Questions asked outside of lesson time may experience a delayed response. Teachers will keep the 'assess' tab for each lesson up to date, identifying when work has been submitted and when it has not. Parents and carers have their own login details and can monitor this on a daily basis (If you do not have these, please contact your child's Head of Year or click the 'Forgot password' button on the parent login page). Some students may be directed through Satchel:One to Microsoft Teams to complete work. If students do not engage in the lesson, teachers will send them a reminder via the comment facility.
Managing the day	<ul style="list-style-type: none"> Students in KS3 should spend no longer than 60 minutes per lesson. Students in KS4 students should do the same, but may spend up to an extra 60 minutes on a variety of extension tasks. The key is balance. In every case, students should complete the form/quiz attached to each lesson to signify they have completed the work as above.
Feedback and Marking	<ul style="list-style-type: none"> Teachers are answering questions and providing feedback daily. Teachers will provide detailed feedback when they mark work in line with school policy and will not be providing marked feedback or marking every piece of work submitted.

9. Delivering Remote Education Safely and Safeguarding

Appendix B of this Annex outlines how our school and college will deliver remote education safely.

COVID-19 school closure arrangements for Safeguarding & Child Protection policy annex



Approved by: Governors

Approved on: January 2021

STA Contact: Headteacher

Revision due: Ongoing

10. Pupil wellbeing and Support

Our school / college recognise that our children and young people may be experiencing a variety of emotions in response to the coronavirus (COVID-19) outbreak, such as anxiety, stress or low mood. This may particularly be the case for vulnerable children, including those with a social worker and young carers. It is important to contextualise these feelings as normal responses to an abnormal situation. Some may need support to re-adjust, either to a return to learning at home or being in school without their peers, and some may be showing signs of more severe anxiety or depression. Others will not be experiencing any challenges and will be content with the change in circumstances.

The return to remote learning for most will limit pupils' social interaction with their peers, carers and teachers, which may have an impact on wellbeing.

In order to support our pupils' wellbeing, we will work with our children, families and partner agencies to support our children and young people.

Please see Appendix C for further information.

11. Support from the Local Authority

The WSCC Safeguarding in Education Team are offering daily safeguarding support to schools and can be contacted by:

Phone - 0330 222 4030

Email - safeguarding.education@westsussex.gov.uk

COVID-19 school closure arrangements for Safeguarding & Child Protection policy annex

Approved by: Governors

Approved on: January 2021

STA Contact: Headteacher

Revision due: Ongoing

MONITORING OUR VULNERABLE CHILDREN					
NAME	Reason for Vunerable	Place accepted Y/N?	Reasons provided by parent/carer if not attending	If not attending – engagement plan	Log of concerns and contact details added to safeguarding file and date added
A	Emerging concerns around mental health	Y			
B	Child in Need Plan	N	Mum state she can manage the child at home. Mum is furloughed and can support learning.	Weekly contact by DSL and social worked to monitor and identify any escalations in risk. Monitor learning with at least weekly contact by class teacher.	
C	Child cannot access remote learning	N	Mum state they are asking family for a tablet or laptop.	School are sending learning home. School will monitor and discuss progress with mum. School are also trying to resource a laptop.	

Appendix B - Delivering Remote Education Safely and Safeguarding

1. Safeguarding and online learning

COVID-19 school closure arrangements for Safeguarding & Child Protection policy annex



Approved by: Governors

Approved on: January 2021

STA Contact: Headteacher

Revision due: Ongoing

Since March 2020, schools and other educational settings have moved at an exponential rate to develop ways of using technology to facilitate learning and since October 2020 all settings are legislated to have remote learning provision. The national expectations are outlined in the [Remote Education Temporary Continuity Direction guidance](#).

This is further supported by guidance issued on 7 January 2021 from the Department for Education issued '[Restricting attendance during the national lockdown: schools. Guidance for all schools in England](#)'.

2. West Sussex Context

West Sussex Safeguarding in Education Team first issued guidance in this area in May 2020. This is the updated guidance.

We know our schools have been working incredibly hard to put in place contingency plans to enable the delivery of education remotely. The range of approaches include technological innovation such as; creating sets of recorded lessons, video-conferencing, signposting online resources, online platforms to maintain group interaction with the teacher, live streamed assemblies and in some cases live streaming of lessons enabling a pupil to interact with their teacher and school-based class. Whilst this will be an appropriate way to continue learning at home for many pupils, all schools should consider plans within their usual safeguarding frameworks and ensure there are offline opportunities for pupils to engage in learning.

Schools should be aware of different risks posed by these new approaches and by the fact that pupils will necessarily be physically isolated from their usual support networks, in some cases, for significant periods of time. Whilst defining their remote learning provision in line with national expectations, schools will have considered many of these but as the rate of access increases, schools will understand the importance of ensuring that all safeguarding considerations are assessed and appropriately mitigated.

3. Key Considerations

Whilst considering safer practices for online and remote learning, the rest of this document is aimed to assist schools by signposting to additional guidance, resources and advice. However, there are key considerations that thread through all of this;

- Are all staff aware of key policies and directed practice?
- Have governors and school leaders reviewed staff codes of conduct to ensure they encompass safe practice's on line for the current situation?
- Do the online learning practices to safeguard pupil replicate learning experiences and actions as if in the learning was taking place in a classroom?
- Is the access at home following safeguarding practice for the facilitator and the learner?
- How is anonymity of vulnerable pupils protected with group or live learning sessions
- Does the setting ensure that they are utilising platforms that have previously been used and are familiar with?
- If using an external provider has the setting ensured that the external provider has their own safeguarding policy, reviewed it to ensure the practice caters for their own particular setting.
- How does the setting make it clear to parents how they can contact school during the current situation and how they can raise concerns regarding online safe practices?

3.1 Delivering remote education safely - Legislation and Guidance

Keeping children safe online is essential. The statutory guidance Keeping Children Safe in Education provides schools and colleges with information on what they should be doing to protect their pupils online.

3.2 Keeping Children Safe in Education (KCSiE) 2020

Schools will be aware that the new version of [Keeping Children Safe in Education](#) (KCSiE) applies from 1 September 2020. On page 102, in Annex C, KCSiE makes specific reference to [online safety](#). Other key additions to KCSiE this

COVID-19 school closure arrangements for Safeguarding & Child Protection policy annex



Approved by: Governors

Approved on: January 2021

STA Contact: Headteacher

Revision due: Ongoing

year include the need for staff to be alert to children's mental health problems as a possible indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation, and the need for schools to follow up on safeguarding concerns in relation to supply staff.

3.3 Covid 19 guidance

[Restricting attendance during the national lockdown](#); schools (Jan 2021) contains the most up to date guidance regarding remote learning and safeguarding considerations.

[Guidance on safeguarding and remote education](#) was updated in Oct 2020.

Further support on delivering online remote education safely, is available from:

- [Undertaking remote teaching safely \(NSPCC\)](#)
- [safe remote learning](#), published by SWGfL
- [online safety and safeguarding](#), published by LGfL, which covers safe remote learning
- the National Cyber Security Centre, which includes which [video conference service](#) is right for you
- [School Online Safety Policy Templates \(SWGfL\)](#)
- [Safe remote learning hub](#)

4. Safeguarding when using online learning approaches

Whilst it is acknowledged that most of the content and lessons will be delivered via existing online resources such as Google Classroom, Tassomai, Mathswatch and other industry standard applications, some schools are looking to offer 'virtual' lessons to pupils.

Pre-recorded streamed sessions and webinars should broadly follow the guidance below. This would limit the risks in many ways as the content of the broadcast would be pre-set and the user would not be viewing a group or interacting as one. If schools are considering broadcasting 'live', more detailed safeguarding considerations need to be taken, including how senior staff can monitor live time.

4.1 Online Platforms:

- Online learning is an extension of school therefore the same common principles apply between teachers, parents and pupils.
- Recognised platforms are recommended.
- Schools must not use platforms that are age-restricted, i.e. Facebook should not be used.
- Weekly plans and structure can help provide clarity and manage expectation
- Work set should be achievable within a standard single period in-school lesson or broken into management activities and sub-tasks.
- Parents should be supported to understand tasks, access arrangements and how to raise concerns regarding access or suitability of work.
- Teaching professionals should be accessible during the standard school day to respond to queries (although this does not have to be pupil's specific class teachers)

It is vital to remember that when selecting a platform, the safeguarding practices guide and define the choices and are then applicable to all platforms.

Additional guidance is provided for many platforms by the provider themselves and should be part of the decision-making process. These include;

- [Safeguarding Risks with Zoom \(PracticePal\)](#)
- [Zoom for Education: Top 10 Frequently Asked Questions \(Zoom\)](#)
- [Zoom Basics - Using Zoom for Classes and Meeting \(Steve Dotto/YouTube\)](#)

4.2 Live Streaming:

Most schools will already have considered the specific challenges but advice from key providers and national government list the following as areas to consider when using 'live' access;

COVID-19 school closure arrangements for Safeguarding & Child Protection policy annex



Approved by: Governors

Approved on: January 2021

STA Contact: Headteacher

Revision due: Ongoing

- The London Grid for Learning has published a set of [20 safeguarding considerations in the form of a poster](#) for all staff when live streaming
- [Live Streaming \(Childnet\)](#)

In addition, the following precautions must be adhered to when offering Live Stream lessons:

- SLT must agree communication channels on behalf of the whole school.
- Live Streaming should never be 1:1; group sessions only.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background. Some platforms offer the ability to blur backgrounds or add virtual backgrounds, which may be helpful. However, be mindful that the blurred or virtual backgrounds can still show parts of the room or other people due to movement.
- The live class should be recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed. This also enables pupils to access the lessons at a later date.
- Lessons should be no longer than a standard single period in-school lesson (ie less than 60 minutes ideally) Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Schools should risk assess the use of live learning using webcams. Pupil video functionality should be switched off in most circumstances but voice can be enabled, so pupils can participate in discussion and/or ask questions.

5. General Data Protection Requirement (GDPR):

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).

The use of personal email and technology accounts should be prohibited, in order to maintain integrity and standard professional boundaries

When communicating electronically, the use of BCC should be utilised to avoid sharing personal information. The school should continue to promote the use of internet safety measures including strong safe passwords.

6. Wider considerations

While staying at home due to Coronavirus (COVID-19), parents and carers may be concerned about their children's education and the impact of missing school. The government is clear that neither they nor schools expect parents and carers to act as teachers or to provide the activities and feedback that a school would. Schools should support parents and carers to help children with their home learning.

This includes the provision of digital technology to disadvantages families where possible.

All schools are urged to consider the accessibility families will have to technology and ensure that this is not a barrier to children's learning. Where possible, alternative non-IT reliant resources should also be offered and available for pupils and their families.

The emotional and physical health and wellbeing of pupils is of paramount importance. Schools should be assured that accessing IT or online based learning does not put unnecessary pressure on the child or their family at this time. Nor should it negatively impact on the health and wellbeing of the staff members. The government is clear that learning strategies and practices should be a balance of digital and offline resources and activity.

During this time, it is also likely that many children will be using the internet more than ever so safer internet messages are particularly important.

COVID-19 school closure arrangements for Safeguarding & Child Protection policy annex



Approved by: Governors

Approved on: January 2021

STA Contact: Headteacher

Revision due: Ongoing

Where online work is set, it should be digitally accessible on a range of devices such as PCs, Laptops, tablets and smartphones. Schools must encourage parents to manage screen time; such as breaking tasks up and allowing plenty of time for physical activities and non-screen-based work.

Standard good practice is for devices to be switched off at least 1 hour before children and young people go to bed.

7. Safe Use of Technology at Home

During home learning, it is important to help parents and pupils to strike a balance between academic work and wellbeing development. Alongside ensuring that all Wi-Fi access is via appropriate filters, age restrictions are followed and suitable hardware is being used, there are some basic health and safety principles that should be encouraged so pupils stay fit and well. When using IT equipment, pupils should try to avoid awkward static postures by changing position regularly and getting up/moving and stretching between tasks.

Children should take regular rest breaks with at least 5-10 minutes of non-screen time every hour. This will help to protect their eyes and also will help with their attention span.

Pupils should engage in home learning using a suitable position in the home such as a kitchen table or desk; sat in a comfortable and a supportive chair. It is not safe or healthy for pupils to be using laptops on their laps or mobile devices whilst sat on a sofa or in bed. Charging cables must be kept secure and used safely to avoid fire hazards or risk of electrocution.

Where PCs are being used, they should be set up and adjusted to ensure screens are at eye level and keyboards and mice are accessible so as to avoid eye and neck strain. Pupils using mobile devices, including laptops tablets and mobile smartphones should be supported to take regular breaks (every 20 minutes) and to use stands where possible to help tilt the screen.

Good hygiene should also be encouraged including wiping mobile devices with suitable cleaning products on a regular basis.

The following websites may be helpful for guiding parents to safe practices;

- [National Education Union](#)
- [NSPCC](#)
- [Connect safely](#)
- [Internet matters app guides](#)
- [UK safer internet site social media guides](#)
- [SWGFL you tube guide](#)

Supporting parents to consider online safety habits should also be encouraged. The following tools may assist with this;

- [Be safe to be secure poster](#)
- [A guide to keeping your child safe online WSCC](#)
- [Staying safe online support from WSCC teams](#)

8. Reporting Concerns:

If parents or children are concerned about something they have seen online or have experienced any negative issues, they can report via the Internet Watch Foundation and Child Exploitation and Online Protection Centre (CEOP). They would also be advised to contact the school as appropriate to share these concerns.

Links for more information about this can be found below:

8.1 Social Media:

If children stumble across worrying or criminal content online, it should be reported to the [Child Exploitation & Online Protection centre](#).

COVID-19 school closure arrangements for Safeguarding & Child Protection policy annex



Approved by: Governors

Approved on: January 2021

STA Contact: Headteacher

Revision due: Ongoing

8.2 Child sexual abuse images:

If criminal content is discovered online, it should be reported to the [Internet Watch Foundation](#). Criminal content in the UK includes child sexual abuse images, criminally obscene adult content as well as non-photographic child sexual abuse images.

8.3 Online terrorism:

Terrorism related content should be reported to the police's Counter Terrorism [Internet Referral Unit](#).

8.4 Hate speech:

Online content which incites hatred on the grounds of race, religion, disability, sexual orientation or gender should be reported to [True Vision](#).

9. Further Advice & Support

For more general information about ways to stay safe online, visit the [WSCC Staying safe online web-pages](#).

This guidance and associated resources can be found on the [SiE team resources pages](#) of WSSFS.

Appendix C – Children Requiring Mental Health Support

- We recognise our school has an important role to play in supporting the mental health and wellbeing of our pupils.

COVID-19 school closure arrangements for Safeguarding & Child Protection policy annex



Approved by: Governors

Approved on: January 2021

STA Contact: Headteacher

Revision due: Ongoing

- We recognise mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

St Andrew's CE High School has an Emotional Well-being Lead and that is Paul Guyan, Joint Head of School.

- As a school we will have a clear system and process in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. We will make sure all staff and volunteers are aware of our system.
- Where there are concerns about the mental health, wellbeing and safeguarding of a child, staff will immediately discuss those concerns with the Designated Safeguarding Lead.
- We are aware of recent government publications:

[Preventing and tackling bullying](#),
[Mental health and behaviour in schools](#), and
[Promoting children and young people's emotional health and wellbeing](#).

Our staff are aware of the West Sussex Community Mental Health Liaison Service, who provide an early intervention and prevention service for professionals who are working with young people under the age of 18, and are concerned about a young person's mental health and wellbeing. This service is available to our school.

<https://www.sussexpartnership.nhs.uk/west-sussex-cmhl-service#:~:text=The%20new%20Community%20Mental%20Health,to%20moderate%20mental%20health%20conditions>

We are aware that we can obtain advice and support from School Nursing Service

<https://www.sussexcommunity.nhs.uk/downloads/services/west-sussex-school-nursing/west-sussex-school-nursing-leaflet.pdf>

We are also aware of the resources available to our school from the Mentally Healthy Schools website

<https://www.mentallyhealthyschools.org.uk/>

For our pupils aged 11-19 we are aware of the [ChatHealth](#) text service and [YES - Youth Emotional Support Service](#)

Self-Harm Guidance for Schools

Managing self-harm guidance and tool kit for schools in West Sussex has recently been created with the latest information and resources to help recognise the signs, identify risks and access the support available.

We recognise that [Self-Harm Guidance for schools](#) is available to anyone working in education, to support staff when dealing with students who self-harm, or are at risk of intentionally harming themselves.