



SAFEGUARDING & CHILD PROTECTION POLICY

LYFE School aims to provide an environment where all participants will **RISE UP**.

Respect – respect each other, respect their environment and respect their time.

Integrity – Everyone will be expected to have integrity in everything they do.

Speak – Everyone should always Speak their truth and will be given the opportunity to speak up and be heard.

Education – Everyone must continuously educate themselves.

Understanding – In all things, everyone must get understanding.

Progress - Progression is a personal target, always take stock of where you were and where you are now, as long as you have improved, you have progressed and that is positive personal development.

The aims of our schools are:

To promote Christian values where children live, learn and celebrate the teaching of Christ.

To provide a curriculum which is broad, balanced, and meaningful and where children can experience enjoyment and fulfilment.

To promote the highest standards of teaching and learning based on valuable life experiences.

To develop in each child a sense of achievement, value, and self-worth and to achieve the standards of which they are capable.

To help our children acquire the appropriate and practical skills required to assist in their personal life journey. They should be able to independently learn and make sufficient progress.

To provide a safe and secure environment where children feel valued, and where they respect, help and care for each other.

To involve parents in all aspects of their child's life education and promote good home/school partnership.

To develop in our children awareness and respect for the different cultures and religions represented in society and their responsibility to the wider community.

To foster the continuing development of staff, parents, young adults, and children in serving the community.

We promote the following values at our school:

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- Kindness
- Respect
- Tolerance
- Honesty
- Responsibility (for ourselves and our world)
- Co-operation

Important Contacts

Designated Safeguarding Lead (DSL) – Shanice Williams Shanice.williams@lyfeschool.co.uk

1. Scope and definitions

This addendum applies during the period of phased return following school closure due to COVID-19. It sets out changes to our normal Safeguarding and Child Protection policy in light of the Department for Education's guidance [Coronavirus: safeguarding in schools, colleges and other providers](#), and should be read in conjunction with that policy. Unless covered here, our normal Safeguarding and Child Protection policy continues to apply.

The Department for Education's definition of 'vulnerable children' includes those who are assessed as being in need, including children:

- With a child protection plan
- With a child in need plan
- Looked after by the local authority.
- Have an education, health and care (EHC) plan
- Have been assessed as otherwise vulnerable by educational providers or LAs, for example those who are:
 - On the edge of receiving support from children's social care services
 - Adopted
 - At risk of becoming NEET ('not in employment, education or training')
 - Living in temporary accommodation
 - Young carers
 - Considered vulnerable at the provider and LA's discretion.

2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping Children Safe in Education September 2020](#). Although we are operating in a different way to normal, we are still following these important safeguarding principles:

- The best interests of children must come first
- If anyone has a safeguarding concern about any child, they should continue to act on it immediately.
- A designated safeguarding lead (DSL) or deputy should be available at all times (see section 4 for details of our arrangements)
- It's essential that unsuitable people don't enter the school workforce or gain access to children.
- Children should continue to be protected when they are online

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3. Reporting concerns

All staff must continue to act on any concerns they have about a child immediately. It is still vitally important to do this, both for children continuing to attend or returning to school and those at home.

As a reminder, all staff should continue to work with and support children's social workers, where they have one, to help protect vulnerable children.

4. DSLs' arrangements

We aim to have a trained DSL on site wherever possible. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

On an occasion when neither of our DSLs can be in school, they can be contacted remotely by: email to be found in the 'Important contacts' section.

We will ensure that DSLs, wherever their location, know who the most vulnerable children in our school are. On occasions where there is no DSL on site, a senior leader will take responsibility for co-ordinating safeguarding.

The senior leader will be responsible for liaising with the off-site DSLs to make sure they (the senior leader) can:

- Identify the most vulnerable children in school.
- Update and manage access to child protection files, where necessary
- Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments.
- Have regular phone/email contact with the families of vulnerable children.
- Ensure class teachers have phone contact with every child in the class, particularly if they do not attend the Key worker and Vulnerable Children Hub or class bubbles and do not engage with the remote learning.

5. Working with other agencies

We will continue to work with children's social care and with virtual school heads for looked-after and previously looked-after children.

We will continue to update this addendum where necessary, to reflect any updated guidance from:

- Our local safeguarding partners.
- The local authority about children with education, health and care (EHC) plans,
- the local authority designated officer and
- children's social care, reporting mechanisms, referral thresholds and children in need.

6. Monitoring attendance

We will resume taking our attendance register.

Where any child we expect to attend school doesn't attend, or stops attending, we will:

- Follow up on their absence with their parents or carers, by phone calls to parents – Admin Team, who will then communicate with the DSLs and the SLT.
- Notify their social worker, where they have one

We will plan with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. This is pursued by direct phone contact with all the family members whose details we have on our system, where necessary.

7. Peer-on-peer abuse

We will continue to follow the principles set out in part 5 of Keeping Children Safe in Education when managing reports and supporting victims of peer-on-peer abuse.

Staff should continue to act on any concerns they have immediately. This relates to both children attending school and those at home.

8. Concerns about a staff member or volunteers

We will continue to follow the principles set out in part 4 of Keeping Children Safe in Education 2022 Government guidance.

Staff should continue to act on any concerns they have immediately – whether those concerns are about staff/volunteers working on site or remotely.

We will continue to refer adults who have harmed or pose a risk of harm to a child or vulnerable adult to the Disclosure and Barring Service (DBS).

We will continue to refer potential cases of teacher misconduct to the Teaching Regulation Agency where relevant. We will do this using the email address Misconduct.Teacher@education.gov.uk for the duration of the COVID-19 period, in line with government guidance for any professional teachers present within the school.

9. Contact plans

We have contact plans for children with a social worker, and other children who we have safeguarding concerns about, for circumstances where:

- They won't be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this wouldn't be in the child's best interests);
or
- They would usually attend but have to self-isolate
- Each child has an individual plan, which sets out:
 - How often the school will make contact – this will be at least once a week
 - Which staff member(s) will make contact – as far as possible, this will be staff who know the family well
 - How staff will make contact – this will be over the phone, doorstep visits, or a combination of both

We will agree these plans with children's social care where relevant, and will review them at the end of this academic year and going forward, termly.

If we can't make contact, we will resort to contacting children's social care, the relevant Safeguarding Hub or the police.

10. Safeguarding all children

All staff members are aware that this difficult time potentially puts all children at greater risk. They will continue to be alert to any signs of abuse, or effects on pupils' mental health that are also safeguarding concerns, and act on concerns immediately in line with the procedures set out in section 3 above. Our usual procedures for reporting and recording must be used.

10.1 Children returning to school

The DSLs and the SLT will do all they reasonably can to find out from parents and carers whether there have been any changes regarding welfare, health and wellbeing that they should be aware of before the child returns.

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The DSLs will share between the support staff and children regarding new concerns (and referrals as appropriate) as more children return to school in order for all the procedures in place to work effectively. Staff members will be alert to any new safeguarding concerns as they see pupils in person.

10.2 Children at home

The school will maintain contact with children who are not yet returning to school. Staff will try to speak directly to children at home to help identify any concerns. They will use school phones and devices to make calls home. Or, if necessary they will use personal phones but they will withhold their personal number.

Staff and volunteers will look out for signs like:

- Not completing assigned work or logging on to school systems
- No contact from children or families
- Seeming more withdrawn during any class check-ins or video calls

11. Online safety

11.1 In school

We will continue to have appropriate filtering and monitoring systems in place in school.

11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing Staff behaviour/code of conduct procedure and our school E-Safety Policy.

Staff will continue to be alert to signs that a child may be at risk of harm online, and act on any concerns immediately, following our reporting procedures as set out in section 3 of this addendum. We will make sure children know how to report any concerns they have back to our school, and signpost them to other sources of support too.

Online safety Guidance from the 3 Partners (LSCB)

Guidance and resources to help keep children safe online, and where to go to for support and advice is available on the GOV.UK website.

Further information about online safety is available on the LSCP online safety page.

11.3 Working with parents and carers

We will make sure parents and carers:

- Are aware of the potential risks to children online and the importance of staying safe online.
- Know what our school is asking children to do online, including what sites they will be using and who they will be interacting with from our school.
- Are aware that they should only use reputable online companies or tutors if they wish to supplement the remote teaching and resources our school provides.
- Know where else they can go for support to keep their children safe online.

12. Mental health

12.1 Children returning to school.

Staff members will be aware of the possible effects that this period may have had on pupils' mental health. They will look out for behaviour difficulty signs, including pupils being fearful, withdrawn, aggressive, oppositional or excessively clingy, to help identify where support may be needed.

Current support arrangements:

- Whole school Risk Assessment for all 'bubbles and the KW and VC Hub

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- Individual Risk Assessments for all vulnerable children
- Regularly reviewed and update rota for staff to ensure that all the returning children's needs are supported.
- Two Art/Play Therapists on site weekly, providing face to face therapy sessions for identified pupils (with appropriate social distancing in place)
- Carefully planned PHSE activities
- Use of PHSE online resources to support children's well-being.

12.2 Children at home

Where possible, we will continue to offer our current support for pupil mental health for all pupils.

For the pupils staying at home, the following support is in place:

Regular phone calls to all the families with vulnerable children (children with social care involvement and with the EHC Plans

- Regular emails from class teachers
- Parents have access to class teacher's emails.
- Class Teachers monitoring which families are not in touch and following with phone calls home.
- Bi-Weekly checks from Key Workers to 20 families receiving this support
- Weekly online catchups with therapists for those pupils who have been receiving Art/Play Therapy
- We also signpost all pupils, parents/carers and staff to other resources to support good mental health at this time.

When setting expectations for pupils learning remotely and not attending school, teachers will bear in mind the potential impact of the current situation on both children's and adults' mental health.

13. Staff recruitment

13.1 Recruiting new staff and volunteers.

We continue to recognise the importance of robust safer recruitment procedures, so that adults and volunteers who work in our school are safe to work with children.

We will continue to follow our safer recruitment procedures, and **part 3** of **Keeping Children Safe in Education**.

In urgent cases, when validating proof of identity documents to apply for a DBS check, we will initially accept verification of scanned documents via online video link, rather than being in physical possession of the original documents. This approach is in line with revised guidance from the DBS.

New staff must still present the original documents when they first attend work at our school.

Similarly, temporary measures allow right to work checks to be carried out by verifying scanned documents on a video call. If we need to take this approach, we will follow Home Office and Immigration Enforcement guidance.

We will continue to do our usual checks on new volunteers, and do risk assessments to decide whether volunteers who aren't in regulated activity should have an enhanced DBS check, in accordance with paragraphs 167-172 of Keeping Children Safe in Education.

14. Safeguarding induction and training

We will make sure staff and volunteers are aware of changes to our procedures and local arrangements.

14.1 New and 'on loan' staff induction

New staff and volunteers will continue to receive:

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- A safeguarding induction
- A copy of our Safeguarding and Child Protection policy (and this addendum)
- Keeping [Children Safe in Education part 1](#)

14.2 DSL training

The DSL will do what they reasonably can to keep up to date with safeguarding developments, such as via safeguarding partners, newsletters and professional advice groups.

15. Keeping records of who's on site

We will keep a record of which staff are on site each day, and that appropriate checks have been carried out for them.

We will continue to keep our single central record up to date and ensure that all staff on site are on the SCR with an up-to-date DBS.

16. Children attending other settings

Where children are temporarily required to attend another setting, we will make sure the receiving school is provided with any relevant welfare and child protection information.

Wherever possible, our DSL (or deputy) and/or special educational needs co-ordinator (SENCO) will share, as applicable:

- The reason(s) why the child is considered vulnerable and any arrangements in place to support them.
- The child's EHC plan, child in need plan, child protection plan or personal education plan
- Details of the child's social worker
- Details of the virtual school head

Where the DSLs or SENCO can't share this information, the senior leader identified in section 4 will do this. We will share this information before the child arrives as far as is possible, and otherwise as soon as possible afterwards.

17. Monitoring arrangements

This Addendum to the Safeguarding and Child Protection Policy will be reviewed as guidance from the local safeguarding partners, the LA or Department for Education is updated, and as a minimum every 4-8 weeks by the SLT.

Any changes to the Addendum will be incorporated and rolled out with all members of staff.

18. Links with other policies

This policy links to the following policies and procedures:

- Safeguarding and Child Protection policy
- Positive Behaviour Policy, including Covid 19 Addendum
- Staff code of conduct
- E-safety Policy
- Health and safety policy
- Covid-19 School Risk Assessment
- Individual Risk Assessments for all vulnerable children, shared with the LA SEND department.