



# Child Protection and Safeguarding: COVID-19 addendum

**Tarka Learning Partnership**

**The Park Community School**



**Approved by:**

Andy Cotton CEO

**Date:** 13<sup>th</sup> January 2021

**Next review due by:**

April 2021 Board of Trustees

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## Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Sarah Freeman	01271 373131/07900088367 sfreeman@theparkschool.org.uk
Deputy DSL	Kim Scott	01271 373131 kscott@thetheparkschool.orguk
Other contactable DSL(s) and/or deputy DSL(s):	<a href="#">Who's Who Safeguarding Team - Level 3 Trained Staff</a>	
Designated member of senior leadership team if DSL (and deputy) can't be on site	Graham Sloman Gareth Roscoe	<a href="mailto:gsloman@theparkschool.org.uk">gsloman@theparkschool.org.uk</a> <a href="mailto:groscoe@theparkschool.org.uk">groscoe@theparkschool.org.uk</a>

Head Teacher	Gareth Roscoe	<a href="mailto:groscoe@theparkschool.org.uk">groscoe@theparkschool.org.uk</a>
Local authority designated officer (LADO)	If you need to contact Devon's LADO, please consider all the guidance for organisations first. If you believe the concern meets the remit of the LADO service, please complete the <a href="#">notification form</a> or telephone 01392 384964 or email <a href="mailto:childsc.localauthoritydesignatedofficersecure-mailbox@devon.gov.uk">childsc.localauthoritydesignatedofficersecure-mailbox@devon.gov.uk</a> for a notification form.	01392 384964
Chair of governors	Kim Baker	kbaker@theparkschool.org.uk

## 1. Scope and definitions

This addendum applies during the period of school partial/closure due to COVID-19, and reflects updated advice from our safeguarding partners including the local authority (LA) Devon issued on 13<sup>th</sup> January 2021.

It sets out changes to our school's usual child protection/safeguarding policy in light of the Department for Education's guidance [Restricting attendance during the national lockdown: schools \(publishing.service.gov.uk\)](#), and should be read in conjunction with that guidance.

Unless covered here, our normal child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' [Children of critical workers and vulnerable children who can access schools or educational settings - GOV.UK \(www.gov.uk\)](#) includes 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

It remains the case that **safeguarding is everybody's responsibility**, therefore this additional information needs to be shared with all staff who in turn must read, digest and seek support from their DSL team or school leaders if further clarification is required. All staff should continue to have access to the [Child Protection/Safeguarding policy](#), The [Code of Conduct](#) and [KCSiE 2020](#) where further details and information can be found.

### 1.1 Principles of working with young people during the COVID outbreak

School leaders must consider the health, safety and wellbeing of staff and all other children attending the setting. If a child is unwell, or showing the symptoms of Covid -19 (as defined by current government guidelines) they will expect the child to remain at home and the school will offer provision and support remotely informing relevant partner agencies. This will include establishing regular contact with the family until such time as they have adhered to guidelines enabling the now well or symptom free child to return to school.

If the school has information that parents are not following current government guidelines Leaders will use their professional discretion, working with the CEO, any partner agencies and LA officers to agree appropriate action. This will firstly take into account the child's safety, however where other exceptional circumstances exist whereby a child compromises the health, wellbeing or safety of staff or other children, then appropriate action will be agreed by the school together with the social worker/LA. In addition, if the needs of the child cannot be met safely in the school environment then the DSL will discuss the case initially with the Head Teacher and then the Trust Director of Inclusion and Safeguarding (DIS) before consulting with the Local Authority. A suitable system of monitoring pupil well being will need to be put in place or an alternative solution to support the child and family found where possible.

**The Park Community School** will continue to work with and support children's social workers to help protect vulnerable children.

The DfE have made clear that vulnerable children should attend school but that parents will not be penalised if they choose not to send them. School support will include working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children. If current plans and support packages exist for these pupils the school will continue to provide for these as best as possible in conjunction with the relevant agencies. The lead person for this will be: Sarah Freeman.

There is an expectation that vulnerable children who have a social worker will attend an education setting, so long as they do not have underlying health conditions that put them at risk. In circumstances where a parent does not want to bring their child to an education setting, and their child is considered vulnerable, the social worker and school will explore the reasons for this directly with the parent. Where parents are concerned about the risk of the child contracting COVID19, The Park Community School or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England. We will encourage our vulnerable children and young people to attend school, including remotely if not possible by other means.

## 2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, [Keeping children safe in education \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/61622/Keeping-children-safe-in-education.pdf). 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

## 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. There will be no volunteers on site during partial/ full school closure in response to the changes in the school environment and school capacity to support such volunteers.

All safeguarding reporting concerns should be logged as normal using CPOMS at the time of the concern informing the Designated Safeguarding Lead or other relevant staff. Concerns about the safeguarding of children cannot be left until schools return to full opening. The child safeguarding agencies remain in operation.

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.

In the unlikely event that a member of staff cannot access CPOMS from home, they should email the Designated Safeguarding Lead, Head Teacher or Safeguarding contact. This will ensure that the concern is received. Staff are reminded of the need to report any concern immediately and without delay.

### 3.1 Reporting a concern about an adult/the Head Teacher

Where staff are concerned about an adult working with children in the school or off site, they should report the concern to the Head Teacher or DSL. If there is a requirement to make a notification to the Head Teacher whilst away from school, this should be done verbally and followed up with an email to the Head Teacher immediately.

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

Staff should continue to act on any concerns they have immediately.

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. We will do this using the email address [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk) for the duration of the COVID-19 period, in line with government guidance.

Concerns around the Head Teacher should be directed to the Chair of Governors:  
Kim Baker via [kbaker@theparkschool.org.uk](mailto:kbaker@theparkschool.org.uk)

#### 4. DSL (and deputy) arrangements

We aim to have a trained DSL or deputy DSL on site wherever possible. This section refers to page 39 /40 in [Restricting attendance during the national lockdown: schools \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/86422/restricting-attendance-during-the-national-lockdown-schools.pdf)

Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

If our DSL (or deputy) can't be in school, they can be contacted remotely by: mobile phone or email Please see contact details for Sarah Freeman in the important contacts section above.

We will keep all school staff informed by email if there is a change to our DSL (or deputy) on any given day, and how to contact them. This will be the most Senior member of staff on site, they can be contacted by using the walkie talkie on channel 3 or via the front office.

We will ensure that DSLs (and deputies), wherever their location, know who the most vulnerable children in our school are.

On occasions where there is no DSL or deputy on site, a senior leader will take responsibility for co-ordinating safeguarding. This will be the most senior member of staff on site. They can be contacted on site by using the walkie talkie on channel 3. Please do not give details of safeguarding concerns over the walkie talkie, but use this to arrange a face to face conversation, following social distancing protocols.

The senior leader will be responsible for liaising with the off-site DSL (or deputy) 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

#### 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. Information regarding Early help change arrangements can be found within the document [Risk-Assessment-School-referral-flow-chart-Jan-2021-final.pdf \(tarkatrust.org.uk\)](https://www.tarkatrust.org.uk/wp-content/uploads/2021/01/Risk-Assessment-School-referral-flow-chart-Jan-2021-final.pdf).

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

As many children will not be attending school during this period of school closure the school will fill in registers for onsite attendance and monitor engagement with remote learning. Where staff are concerned with onsite attendance especially of a vulnerable pupil, the concern will be raised with the Head Teacher or DSL and contact made to the home. The EWO and or the assigned Social Worker if relevant may be contacted if there are further concerns.

We are using the Department for Education's daily online attendance form to keep an accurate record of who is attending school.

We will make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible.

The LA has a duty to monitor vulnerable children's attendance and The Park Community School will be completing the necessary contact spreadsheets, which the Trust will discuss with schools.

## 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.

For incidents on the school site please speak to the most senior member of staff available, for incidents off site please record on CPOMS and alert Graham Sloman or Sarah Freeman using the School closure due to COVID19 category on CPOMS.

## 8. Support for children who aren't 'vulnerable' but where we have concerns

We have the option to offer places in school to children who don't meet the Department for Education's definition of 'vulnerable', but who we have safeguarding concerns about. We will work with parents/carers to do this. Such children could be those previously on a child protection plan or where staff and or other agencies have significant safeguarding concerns.

If these children will not be attending school, we will put a contact plan in place, as explained in section 10.1 below.

## 9. Safeguarding for children not attending school

### 9.1 Communication plans

We have communication plans following the advice in the Devon Local Authority's RAG rating system for children with a social worker and 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
- The parents have withdrawn the child from school and where relevant the school has made contact with the social worker or other agencies to discuss concerns

These plans set out:

- How often the school will make contact
- Which staff member(s) will make contact
- How they will make contact
- If no response or contact has not been made despite an attempt to do so. SF will send a text via Bromcom asking for parent/carer to make contact with their designated key staff member within 24 hours. Should this not happen then SF will contact the police link for a welfare check or find some other way to complete a doorstep visit. If there is an external agency working with family SF will contact them and notify them of lack of response or contact from family

We have agreed these plans with children's social care where relevant, and will review them every 2 weeks

If we can't make contact, we will contact children's social care initially or the police.

The communication plans can include; remote contact, phone contact, door-step visits (if appropriately risk assessed). The plans put in place will as a minimum reflect the flow chart contained in [Risk-Assessment-School-referral-flow-chart-Jan-2021-final.pdf \(tarkatrust.org.uk\)](#). Other individualised contact methods should be carefully considered, ideally working with families, and recorded.

The Park Community School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan. Any such plan must be reviewed at least weekly and where concerns arise, the DSL will consider any referrals as appropriate. The school will share safeguarding messages on its website and social media pages. The Park Community School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents and carers.

Link to our Safeguarding vulnerables contact record. [Safeguarding vulnerables January 2021 closure](#)

## **ALL COMMUNICATIONS WITH HOME SHOULD BE LOGGED ON CPOMS UNDER THE CATEGORY RELATING TO COVID CLOSURE**

### **10. Safeguarding all children**

Staff are aware that this difficult time potentially puts all children at greater risk.

Staff 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 particular, children are likely to be spending more time online (see section 11 below).

All staff at The Park Community School need to be aware of this in setting expectations of pupils' work where they are at home. The Park Community School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded. The Park Community School is committed to ensuring the safety and wellbeing of all its students. We will continue to be a safe space for all children to attend and flourish.

The Head Teacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety. The Park Community School will continually refer to the most recent Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19. Where staff have concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – they discuss them immediately with senior leaders.

### **11. Online safety**

#### **11.1 In school**

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

If IT staff are unavailable, our contingency plan is If IT staff are unavailable, our contingency plan is to allow Ap.Rox to remote into the network to continue management of software and filtering. In an emergency Jon Williams can also provide support and assistance.

## 11.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing staff [behaviour policy/code of conduct/IT acceptable use policy](#).

The Park Community School will ensure any use of **online learning tools** and systems is in line with privacy and data protection/GDPR requirements. Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only, unless as a result of risk assessments confirmed with the Head Teacher. This may for example involve having the parent in the room.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms agreed by school leaders
- Staff should record the length, time, date and attendance of any sessions held.
- Staff should consider backgrounds to their video calls using 'blurring' if necessary.

We have advised staff not to use live video for any communication with students, Social media use must have prior approval with a member of SLT. Staff are encouraged to use email contact with students and phone contact, where appropriate, with parents, carers.

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. Students can access this information through the school website. All staff have a copy of this information to share with students during communications. [How Do I Keep Myself Safe?](#)

## 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

On line safety is communicated in our weekly bulletins home and will continue to feature in all communications. The DSL and HT will continue to support Lisa Raymond/Claire Drew in updating our social media and IT support for parents.

## 12. Mental health

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

The school can continue to sign post, where services exist, to external agencies. Staff within the school such as the SENDCO can support through contacting parents in the first instance.

We will also signpost all pupils, parents 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, training and induction

### 13.1 Recruiting new staff

We continue to recognise the importance of robust safer recruitment procedures, so that staff 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.

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact. The school will not use volunteers under any circumstances during the COVID crisis.

The Park Community School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found at paragraph 179 of KCSIE. The Park Community School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraphs 181-182 of KCSIE and the TRA's 'Teacher misconduct advice for making a referral. During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk) Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, The Park Community School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 164 to 171 in KCSIE.

Where staff are required to work in schools that are not their normal place of work, senior leaders take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

There is no requirement to list such individuals in the school's SCR, unless leaders choose to do so as long as such written confirmation is received. School will retain this evidence until such time as the current restrictions on schools are lifted and in line with our current data and information retention policies.

For movement within the Trust, schools should seek assurance from the Multi-Academy Trust or Federation HR Manager or equivalent senior leader that the member of staff has received appropriate safeguarding training and all pre-employment safeguarding requirements are in place. Upon arrival, they must have access to a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements and contact details.

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

### 13.2 Staff 'on loan' from other schools

We will assess the risks of staff 'on loan' working in our school, and seek assurance from the 'loaning' school that staff have had the appropriate checks. The Head Teacher or delegated safeguarding lead of the receiving school i.e. where the member of staff is now working will induct the member of staff as to the safeguarding processes and persons responsible for safeguarding in the new site.

We will also use the DBS Update Service, where these staff have signed up to it, to check for any new information.

### 13.3 Safeguarding induction and training

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

New staff will continue to receive:

- A safeguarding induction, including staff who are 'on loan' (moving from one site to another.)
- A copy of our children protection policy (and this addendum)
- Keeping Children Safe in Education part 1

We will decide on a case-by-case basis what level of safeguarding induction staff 'on loan' need. In most cases, this will be:

- A copy of our child protection policy and this addendum
- Confirmation of local processes
- Confirmation of DSL arrangements

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus. For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they have or will miss their refresher training. All existing school staff who have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020), are similarly likely to not receive whole staff training during this time. DSLs should therefore communicate with staff any new local arrangements, so they know what to do if they are worried about a child. This should be achieved through emails and similar electronic means.

### 13.4 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.

We will use the school log in system - companion log to register:

- Everyone working in our school each day, including staff 'on loan'
- Details of any risk assessments carried out on staff on loan from elsewhere

## 14. Children attending other settings

Where children are temporarily required to attend another setting, the receiving school should ensure that contact is made to the child's regular school to ascertain 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 DSL, deputy or SENCO can't share this information, the senior leader(s) 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.

This appendix of the Safeguarding and Child Protection policy will also be reviewed should school play 'host' to a collapsed provision or direct pupils/staff to a 'cluster' school. The review will then consider any information about 'hub' working issued by the DfE, and consideration will be made for example on, the sharing of vulnerable pupil information, the reporting of concerns and updating of safeguarding files.

## 15. Monitoring arrangements

This policy will be reviewed as guidance from the local safeguarding partners, the LA or DfE is updated by the CEO / DIS. At each subsequent review, it will be approved by the Board of Directors. Governance, at the time of this policy's implementation, is acting through emergency measures i.e. through the Chair of Director's approval.

The LA has a duty to monitor vulnerable children's attendance and **The Park Community School** will be completing the necessary spreadsheets and returning to [schoolsdailyreturns@devon.gov.uk](mailto:schoolsdailyreturns@devon.gov.uk) daily.

### 15.1 How will this look in our school?

To support the above, **The Park Community School** will, when communicating with parents/carers and carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. In all circumstances where a vulnerable child does not take up their place at school, or discontinues, **The Park Community School** will take the actions described in the [Risk-Assessment-School-referral-flow-chart-Jan-2021-final.pdf \(tarkatrust.org.uk\)](#)

### 15.2 Those vulnerable children not attending school

Those vulnerable children who are not attending school will be contacted on a regular basis so that school are satisfied that they are safe. All contact will be logged onto CPOMS under the relevant covid category. School will follow the [Risk-Assessment-School-referral-flow-chart-Jan-2021-final.pdf \(tarkatrust.org.uk\)](#) along with that from other agencies working with the pupil and family. The DSL or Deputy DSL will review their RAG ratings for this group at least weekly taking into account any reported concerns from school contact or any information from partner agencies such as visit reports. Any changes will be recorded on the

schools central vulnerable group spreadsheet and shared with the Head Teacher if not DSL.

**Any changes in the RAG rating will be sent to the LA on this link so the master records can be updated. [schoolsdailyreturns@devon.gov.uk](mailto:schoolsdailyreturns@devon.gov.uk)**

## 16. Links with other policies

This policy links to the following policies and procedures:

- Child protection/safeguarding policy
- Staff code of conduct including Anti-bullying policy
- IT acceptable use policy
- Health and safety policy
- Online safety policy
- Tarka Learning Partnership: Whistleblowing policy
- SEND policy

## 17. Informing staff

It is important that all school staff and volunteers have access to a trained DSL (or deputy), or the named school leader, The Park Community School will inform all staff and volunteers of changes to the details above.

Therefore, each day staff on site will be made aware of who that person is and how to speak to them. The DSL will continue to engage with social workers and attend all multi-agency meetings, which can be done remotely or seek support and liaise with Early Help professionals.

Any changes to the DSL on duty will also be shared with those staff working from home via email. School office staff will be aware of which safeguarding staff are in school daily and will be able to share this with staff working on site.