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Addendum to Safeguarding &
Child Protection Policy

Let Your Light Shine

COVID-19 Spring Term 2021 arrangements for Safeguarding and Child Protection

Signed by: E Sorenson on behalf of the Governing Body

Date: 08/03/2021

Date shared with staff: 03/03/2021

Key contacts	Name	Role	Contact No	E mail
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1. Context
From 8 March 2021 all children are expected to attend school (following the government's announcement of the Roadmap to ease lockdown restrictions in England due to the COVID-19 pandemic.

This addendum to St Mary's C of E Primary School Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas and takes into account Keeping Children Safe in Education 2020 (updated January 2021):

- **Vulnerable Children**
- **Attendance Monitoring and Inclusivity**
- **Emergency Numbers and contacting social workers**
- **Designated Safeguarding Leads**
- **Reporting a Concern**
- **Information Sharing**
- **Safeguarding Training or Induction**
- **Safer recruitment**
- **Covid-19 testing and volunteers**
- **Online Safety in School**
- **Online Safety out of School**
- **Mental Health and Wellbeing – supporting children not in school**
- **Mental Health and Wellbeing -supporting children in school**
- **Special Educational Needs and Online Safety**
- **Peer on Peer Abuse**

2. Vulnerable Children

Senior leaders, especially the DSL know who our most vulnerable children are. Vulnerable children may include those who are/have:

- Children in Need under Section 17 Children Act 1989
- A Child Protection Plan under Section 47 Children Act 1989
- Looked after children and care leavers
- Adopted children or children with a special guardianship order
- A social worker
- An EHC plan
- Living in temporary accommodation
- Young carers
- Children on the edge of receiving support from children's social care
- Children who may have difficulty in accessing remote education
- Children who may be receiving support or managing risks to their mental health
- Children eligible for free school meals (in and of itself should not be the determining factor in assessing vulnerability).

Our school will continue to work with and support children's social workers to help protect vulnerable children. This includes working with the local authority virtual school head (VSH) for looked-after and previously looked-after children. The lead member of staff for this is Laura Mayende.

In circumstances where a parent does not want to bring their child to school, and their child is considered vulnerable, the social worker and the school will explore the reasons for this directly with the parent.

Where parents are concerned about the risk of the child contracting Covid-19, the school or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

3. Attendance Monitoring and Inclusivity

All children are expected to attend school and parents/carers should contact the school on the first day of any illness to inform the school of the reason for the absence so that the correct attendance codes can be used in every case of absence. Parents/carers should also make the school aware of any COVID-19 test results.

From 8 March 2021 the school will record attendance in accordance with the Education (Pupil Registration)(England) Regulations 2006 (as amended) for all children.

For those children who have been confirmed as clinically extremely vulnerable and who have been advised to shield and stay at home and for children who are self-isolating or quarantining, we will mark the register with code X. Absences for children who are following clinical or public health advice related to COVID-19 will not be penalized.

The school will call parents/carers to follow up on any absence of any child who is expected to attend school.

For those children who are unable to attend school because they are complying with government guidance or legislation regarding COVID-19 the school will provide remote education as per Remote Education Temporary Continuity Direction: explanatory note - GOV.UK (www.gov.uk)

The school will offer pastoral support to children who are

- Self-isolating
- Shielding
- Vulnerable and are not attending school

The school will only grant applications for leave in exceptional circumstances and these will be recorded as Code C, unless another authorised absence code is more applicable.

For those children who are not attending school because of the above reasons and who are not taking part in remote education, a safe and well check will be made by the school every week.

4. Emergency numbers and contacting social workers

To support the above, the school will, when communicating with parents/carers, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers (at least one).

In all circumstances where a vulnerable child with a social worker does not take up their place at school, or discontinues, the school will notify their social worker.

5. Designated Safeguarding Leads

The school has a Designated Safeguarding Lead (DSL) supported by deputies:

- The Designated Safeguarding Lead for the school is Laura Mayende.
- The Deputy Designated Safeguarding Lead for the school is Genevieve Prayag and Hollese Britton.

DSLs should have sufficient time, especially in the first weeks of term to:

- Provide additional support to staff and children regarding any new safeguarding and welfare concerns
- Handle referrals to children's social care and other agencies where appropriate

It is preferable to have a trained DSL (or deputy) available on site. If this is not possible, a trained DSL (or deputy) should be available via phone or video call - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to the child protection management system, and liaising with the offsite DSL (or deputy) and as required, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school.

It is important that all staff and volunteers have access to a trained DSL (or deputy). On each day staff on site will be made aware of who that person is and how to contact them.

DSLs will coordinate multi-agency working within the school, including communication with school nurses. This is important for safeguarding and supporting wellbeing, as school nurses have continued virtual support to pupils who have not been in their setting.

6. Reporting a concern

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding and Child Protection Policy, this includes making an electronic record, which can be done remotely if necessary.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should inform the headteacher or in the event of her absence, one of the DSLs or deputies. If there is a requirement to make a notification to the headteacher whilst away from school, this should be done verbally and followed up with an email to the headteacher/DSLs or deputies.

Concerns around the Headteacher should be directed to the Chair of Governors: Eric Sorenson in the first instance or Tim Dean the Vice Chair, in his absence.

7. Information Sharing

The school continues to have appropriate regard to data protection and the GDPR and has taken into account the clarity given in the recently updated Working Together to Safeguard Children that we do not need consent to share personal information provided there is a legal basis to share it. It is still best practice to ensure transparency to inform parents that information is being shared and seek to work cooperatively with them but this may not always be possible. Further advice about information sharing can be found at paragraphs 82-88 of KCSIE 2020. The school will share information with a new setting where vulnerable children or children at risk of harm move schools. As a minimum the following will be shared:

- EHC plan
- CIN/CP information and plans
- Social worker contact details
- PEP and name of Virtual School Headteacher
- Any safeguarding concerns

8. Safeguarding Training and induction

 All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020) (KCSIE) and Annex A if they work directly with children (at a minimum) The DSL should communicate with staff any new local arrangements due to the pandemic, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter the school, they will continue to be provided with a safeguarding induction which includes child protection training, the Safeguarding and CP policy, the identities and role of the DSLs, the staff code of conduct and how the school manages children missing education.

9. Safer recruitment

The school will continue to follow safer recruitment practices set out in statutory guidance when recruiting new staff and volunteers. Staff and volunteers who have not undergone safer recruitment checks must not be left unsupervised or allowed to work in regulated activity.

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, the school will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections in part 3 of Keeping Children Safe in Education (2020) (KCSIE).

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.

Where the school requests scanned documents for identity, right to work, etc., we will insist on seeing the originals before any new member of staff commences in post and we will request sight of these during a video call and the original documents once a member of staff arrives at the school.

The Disclosure & Barring service have set out the steps they are taking to ensure people who work with vulnerable groups are still appropriately vetted during the pandemic - https://www.gov.uk/guidance/covid-19-how-dbs-is-supporting-the-fight-against-coronavirus

Where the school are using volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 183-188 of KCSIE 2020. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

The 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 181 of KCSIE.

The school will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 143 of KCSIE 2020 and the TRA's 'Teacher misconduct' advice for making a referral by emailing Misconduct.Teacher@education.gov.uk

Whilst acknowledging the challenge of the current national emergency, it is essential from a safeguarding perspective that our school is aware, on any given day, which staff/volunteers will be in the school, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, the school will continue to keep the single central record (SCR) up to date as outlined in paragraphs 164 to 171 in KCSIE.

10. Covid-19 Testing and Volunteers

Staff will be offered lateral flow device coronavirus tests to self-administer at home twice a week. Staff are strongly encouraged to participate in testing, though it's not mandatory.

Staff **must** report their result to NHS Test and Trace. They **should** also share their result with their line manager help the school with contact tracing.

If the test is:

- **Positive**, they need to self-isolate and take a 'standard' PCR test to confirm their result
- **Negative**, they can continue to attend school in person.

For both primary and secondary schools:

- 2 or more confirmed cases in 14 days may be considered an outbreak (previously this was 10 days)
- Close contacts of an individual with a positive lateral flow test result should begin isolating straight away.

Existing volunteers in regulated activity do not have to be re-checked if they have already had a DBS check (which includes barred list information).

Supervision must be:

- by a person who is in regulated activity.
- regular and day to day; and
- reasonable in all the circumstances to ensure the protection of children.

In appointing volunteers, the school will follow safer recruitment processes.

11. Online Safety in School

The school will continue to provide a safe environment, including online. This includes the use of an online filtering and monitoring system. Where pupils are using computers in school, appropriate supervision will be in place.

Staff can contact The UK Safer Internet Centre's professional online safety helpline for support and any online safety issues they face.

To deliver remote learning safely it should be seen as an extension of school. The school has clear expectations about what behaviour is acceptable from all staff as per the school staff code of conduct which helps everyone to understand the appropriate way to behave. The staff code of conduct nots only protects children from abuse but also limits or prevents any allegations or incidents of inappropriate behaviour. It also ensures everyone - staff, volunteers and children feel safe, respected and valued.

The school adheres to 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 to help satisfy itself that the Staff Code of Conduct is robust and effective.

The Safer Recruitment Consortium have published an addendum covering the different situations faced with and to help schools apply safe systems of work during the pandemic, here is the link:

Addendum to Safe Working Practice during COVID

There are also helpful resources from LGfL eg 20 Safeguarding Considerations for remote learning Livestreaming (lgfl.net)

Support is also available from:

- 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 Video conferencing services: security guidance for organisations and Video conferencing services: using them securely
- Safeguarding and remote education during coronavirus (COVID-19)
- Annex C of Keeping children safe in education

12. Online Safety out of School

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns should be dealt with as per the Safeguarding and Child Protection Policy and where appropriate referrals should still be made to children's social care and as required, the police.

The school will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

We will take into consideration the following while delivering virtual lessons, especially where webcams are involved:

- No children will be taught in an isolated one to one basis, appropriate adults are expected to be in the household supervising children.
- 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; and the background should be blurred.
- 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, 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.
- Staff must only use platforms provided by the school to communicate with pupils
- Staff should record, the length, time, date and attendance of any sessions held.

Parents/carers will be reminded of the need to limit screen time and of ensuring the online safety of their children during these difficult times including the use of parental controls and avoiding children's use of the internet alone in their bedrooms. Parents/carers will be signposted to support to keep their children safe online including:

- Internet matters
- London Grid for Learning
- Net-aware - for support for parents and careers from the NSPCC
    - Parent info - for support for parents and carers to keep their children safe online
    - Thinkuknow - for advice from the National Crime Agency to stay safe online
    - UK Safer Internet Centre - advice for parents and carers

Children should be signposted to reporting any concerns and to get appropriate practical support from:

- Childline - for support
- UK Safer Internet Centre - to report and remove harmful online content
- CEOP - for advice on making a report about online abuse

The school will take into account guidance from the UK Safer Internet Centre on safe remote learning and from the London Grid for Learning on the use of videos and livestreaming to help plan online lessons and/or activities and plan them safely.

13. Special Educational Needs and Online Safety

The school will work with experts including educational psychologists, speech and language therapists and teaching assistants to design at home learning and support for children with education, health and care (EHC) plans.

Where it is difficult to deliver the provision specified in the Education Health and Care plan, decisions on how this could be overcome will be made on a case-by-case basis.

The school recognises the different needs of children with special educational needs and disabilities in terms of online safety and commits to the following:

- **Educating and engaging parents on the principles of online safety so they know the dangers** of what unsupervised internet access can create.
- **Encourage parents to check what their children are doing online and using parental controls** on their computer so that they are comfortable that children are not wandering into dangerous territory.

For parent-led information on SEND online safety and mental health:
SEND https://www.specialneedsjungle.com/keeping-children-with-send-from-getting-lost-in-digital-space/

14. Mental Health and Wellbeing: Supporting children out of school

The school is committed to ensuring the safety and wellbeing of all its children.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive high level pastoral-type support in school, they should ensure that a communication plan is in place for that child. Details of this plan must be recorded, as should a record of any contact made.

The communication plans can include; remote contact, phone contact, door-step visits. Other individualised contact methods should be considered and recorded.

The school and its DSLs will work closely with all stakeholders to maximise the effectiveness of any communication plan. This plan must be reviewed regularly (at least once a fortnight) 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 school recognises that school is a protective factor for children, and the current circumstances can affect the mental health of pupils, teachers and their parents/carers. Teachers will be aware of this in setting expectations of remote school work.

The 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.

Children can use Toolbox | Childline for support which includes games, videos and exercises to help them handle their emotions, and specific information about coronavirus and going back to school

15. Mental Health and Wellbeing: Supporting Children and Staff in School

The school is committed to ensuring the safety and wellbeing of all its children and staff.

The school will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety.

The school will refer to the 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.

The 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 school understands there are extra pressures on staff during this difficult period. Any member of staff can contact the Education Support Partnership:

Education Support Partnership Helpline:
Telephone: 08000 562 561 (24/7)
Text: 07909 341229
Website: https://www.educationsupport.org.uk/

For support around Covid-19:

DfE Coronavirus helpline
Email DfE.coronavirushelpline@education.gov.uk
Telephone 0800 046 8687

16. Peer on Peer Abuse

Peer-on-peer abuse is most likely to include, but may not be limited to:

- Bullying (including cyber-bullying)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm
- Sexual violence and sexual harassment
- Upskirting
- Sexting (also known as youth produced sexual imagery or sharing nudes)
- Initiation/hazing type violence and rituals

as per paragraph 29 of Keeping Children Safe in Education

The school recognises the increased risk of online peer-on-peer abuse for any children in situations where there is less normal face-to-face contact and heightened use of social media. Where the school receives a report of peer-on-peer abuse, we will follow the principles as set out in part 5 of KCSIE and of those outlined within the school Safeguarding and Child Protection Policy.

The school will listen and work with the child, parents and any multi-agency partner required to ensure the safety and security of that child or children. Concerns and actions must be recorded and appropriate referrals made.