



## **Child Protection and Safeguarding: COVID-19 addendum**

Review Frequency	Termly
Most Recent Review	November 2020
Next Review Due	March 2021
Head Teacher	Leah Wright
Governor	Julia Diaz and Gerard Dineen

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## Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Catherine Amaioua	<a href="mailto:admin@johnperryn.ealing.sch.uk">admin@johnperryn.ealing.sch.uk</a>
Deputy DSL	Catherine Mulvany Leah Wright Anna Lebiszcsak	<a href="mailto:admin@johnperryn.ealing.sch.uk">admin@johnperryn.ealing.sch.uk</a>
Headteacher	Leah Wright	<a href="mailto:head@johnperryn.ealing.sch.uk">head@johnperryn.ealing.sch.uk</a>
Local authority designated officer (LADO)	Paul Andrews	<a href="mailto:asv@ealing.gov.uk">asv@ealing.gov.uk</a>
Chair of governors	Andrew Macdonald	<a href="mailto:andrewmacdonald@gmail.com">andrewmacdonald@gmail.com</a>

### 1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19 and beyond, and reflects updated advice from our 3 local safeguarding partners and local authority (LA), Ealing.

It sets out changes to our normal 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 child protection policy continues to apply.

The Department for Education's (DfE's) definition of 'vulnerable children' includes those who:

- Have a social worker, including children:
  - With a child protection plan
  - Assessed as being in need
  - Looked after by the local authority
- Have an education, health and care (EHC) plan

### 2. Core safeguarding principles

We will still have regard to the statutory safeguarding guidance, Keeping Children Safe in Education.

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
- 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 and volunteers must continue to act on any concerns they have about a child immediately. It is still vitally important to do this.

Standard reporting procedures apply with incidents being added on EdAware but reported to SLT member on site in the event of an immediate concern.

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. DSL (and deputy) arrangements**

We aim to have a trained DSL or deputy DSL on site wherever possible.

We will keep all school staff and volunteers informed by email as to who will be the DSL (or deputy) on any given day, and how to contact them.

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

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.

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

- Our 3 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

The following guidance is currently in place:

### **6. Monitoring attendance**

As schools are now reopened, we have reverted back to our usual policies and procedures (see Attendance Policy). Some children will be self-isolating due to Covid. As a school we will:

➤ Follow up on their absence with their parents or carers, by calling them if the child has not arrived at school and we have not been informed. If there is no answer, emergency contacts will be called and, if necessary a home visit may be arranged.

➤ Notify their social worker, where they have one

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.

## **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.

Any incidents reported to school will be immediately reported to the parents of children involved and will be reported to any relevant agencies if necessary. Details of support services will be given to any affected children.

## **8. Concerns about a staff member or volunteer**

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.

In the event of an allegation against a member of staff, usual reporting and investigating procedures will apply where possible.

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.

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

In the event of further school closures, 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. These children might be, for example, children who have previously had a social worker, who haven't met the threshold for a referral but where staff have raised concerns or who may be at risk due to long periods away from school.

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

## **10. Safeguarding for children not attending school**

### **10.1 Contact plans**

We have contact plans 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

These plans set out:

- How often the school will make contact
- Which staff member(s) will make contact
- How they will make contact

We have agreed these plans with children's social care where relevant. If we can't make contact, we will contact children's social care or the police.

## **10.2 Safeguarding all children**

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

Staff and volunteers 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).

## **11. Online safety**

### **11.1 In school**

We will continue to have appropriate filtering and monitoring systems in place in school, maintained by our IT provider Azteq.

### **11.2 Outside school**

Where staff are interacting with children online, they will continue to follow our existing staff code of conduct and IT acceptable use policy and our Remote Learning Policy.

Staff will follow these basic principles when using technology:

Any use of live video conferencing should be checked with a member of SLT first.

Recorded lessons should be uploaded to the class Seesaw account

Live video conferences should be carried out using Google Meet on the school G-Suite account, unless otherwise agreed with a senior leader.

Video conferencing must involve a minimum of 3 students.

Video conferences should be recorded and stored on the teacher's G-Suite Drive, which is part of the school G-Suite account. These videos will be deleted at the end of each term.

Staff should ensure pupils and parents at home are aware of and follow the 'Rules for live meetings and lessons; (see below)

If the staff member is recording a video from home, the room should not be easily identifiable as a bedroom.

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.

When video conferencing or communicating with children via video link, children can see the staff member but the member of staff must not be able to see them.

### **Rules for live meetings and lessons:**

1. One parent must be present and seen by class teacher at the beginning of the lesson to ensure that parent is aware of child participation. Parents can just wave and then leave but are welcome to stay in the room (but stay off camera please)
2. For safeguarding reasons, children should be in a communal space such as living room or kitchen. They should only be in a bedroom or closed room if there is no other suitable quiet space (and the responsible adult should be present at the start of the session)
3. Children should wear appropriate clothing (no pyjamas, underwear or swimsuits etc.) - they do not need to wear uniform.
4. Children must follow normal school rules of using respectful language and being kind to others.
5. If a child wants to ask a question or make a comment, they should raise their hand, just like in class, and wait for the teacher to allow them to speak.
6. Any child not following the rules will be removed from the lesson and the teacher will then decide whether to allow participation in the next meeting or lesson.

### **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
- Know where else they can go for support to keep their children safe online

### **12. Mental health**

We will continue to offer our current support for pupil mental health for all pupils.

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 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.

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.

### **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. Risk assessments to be carried out by member of SLT on duty that week.

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 and volunteers will continue to receive:

- A safeguarding induction
- 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
- Staff Code of Conduct

### **13.4 Keeping records of who is on site**

We will keep a record of which staff and volunteers 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 single central record to log:



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

#### **14. 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 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.

#### **15. Monitoring arrangements**

This policy will be reviewed as guidance from the 3 local safeguarding partners, the LA or DfE is updated, and as a minimum every half term by Catherine Amaioua, DSL. At every review, it will be approved by the full governing board.

#### **16. Links with other policies**

This policy links to the following policies and procedures:

- Child protection policy
- Staff code of conduct
- IT acceptable use
- Health and safety
- Online safety
- Whistle blowing
- Anti-bullying
- SEND Policy