Child protection and safeguarding: COVID-19 addendum

St Catherine's Catholic School

Approved by:	Pat Barber and Anthony Moffat	Date: 20th April 2020
Last reviewed on:	17th April 2020	
Next review due by:	15th May 2020	

Contents

Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Nikki Gill	ngill@stccg.co.uk Safeguarding@stccg.co.uk 01322 556 333
Deputy DSL	Doreen Cunningham James Looney Vanessa Ebere Laura Pettett	dcunningham@stccg.co.uk jlooney@stccg.co.uk vebere@stccg.co.uk lpettett@stccg.co.uk 01322556 333
Interim Executive Headteacher Interim Head of School	Nick Watkiss Ursula Norbert	Headteacher@stccg.co.uk 01322 556 333

ROLE	NAME	CONTACT DETAILS
Local authority designated officer (LADO)	Rozelle Utah	T: 0203 045 3436 (LADO Team) T: 0203 045 5645 (Business Support) T: 0203 045 5440 (MASH) E: LADO@bexley.gov.uk E: childrens.triageteam@bexley.cjsm.net
Chair of governors	Pat Barber	01322 556 333

1. Scope and definitions

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our local safeguarding partners, Bexley SHIELD (Safeguarding Partnership for Children and Young People) and Bexley Local Authority.

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 (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 must continue to act on it immediately

> A designated safeguarding lead (DSL) or deputy will be available at all times (see section 4 for details of our arrangements)

> It is essential that unsuitable people do not enter the school workforce or gain access to children

> Children will 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, both for children still attending school and those at home. Staff should continue to use *CPOMs* to report their concerns.

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 DSL arrangements

We will have a trained DSL or deputy DSL on site. Details of all important contacts are listed in the 'Important contacts' section at the start of this addendum.

If our DSL (or Deputy DSLs) cannot be in school, which will only be in exceptional circumstances, they can be contacted remotely by: emailing them at ngill@stccg.co.uk, dcunningham@stccg.co.uk, vebere@stccg.co.uk, lpettett@stccg.co.uk or safeguarding@stccg.co.uk. You can also use *CPOMs* to alert them to any concerns as you would normally do or contact a member of SLT who is in school, using the school telephone number (01322 556 333).

We will keep all school staff and volunteers informed by using the Staff Daily Briefing sent out by email as to who will be the DSL (or Deputy DSLs) on any given day, and how to contact them.

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

During any school closure, a DSL will be available on site but if, for any reason, this is not possible, will be available to be contacted via phone or online video.

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

> Identify the most vulnerable children in school

> Update and manage access to child protection files using *CPOMs*, where necessary

> Liaise with children's social workers where they need access to children in need and/or to carry out statutory assessments.

5. Remote Education

During school closures, the school will be required to deliver remote education to all or groups of students. In these circumstances remote education will include recorded or live direct teaching time, and time for pupils to complete tasks and assignments independently.

Nikki Gill, the school's DSL has overarching responsibility for the quality and delivery of remote education. Social workers will be notified about vulnerable children who need to self-isolate to agree the best way to maintain contact and offer support to the vulnerable child.

The school will make regular checks to ensure vulnerable children are able to access remote education support, to support them to access it (as far as possible) and to regularly check if they are doing so.

6. Guidance notes for staff during remote learning using webcams in teaching and learning

Teachers need to be aware of the following:

- Student's camera must remain switched off.
- If staff wish to turn their camera on (for example when using a whiteboard or doing a demonstration), it should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- Live classes should be no longer than lesson time.
- Language must be professional and appropriate, including any family members in the background
- Schools should risk assess the use of live learning using webcams
- Teachers 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)
- Teachers will have the option to 'admit' or not any student to the '*Google meet'*, where the session is taking place. This is in place to safeguard against any person entering the session who is not part of the school community. Teachers will be able to generate a new link to '*Google meet',* if they deem it necessary
- Teachers will be able to 'remove' any student from the session if they are not following the school's safeguarding procedures and this will be reported on *CPOMs* and escalated through the school's procedures. The student's account will be suspended during the investigation.
- 1:1s may be possible, subject to a risk assessment and SLT permissions. They should be recorded and backed up elsewhere, so that if any issues were to arise, the video can be reviewed; access and retention policies need to be in place. Consent is needed for recording of children and adults in the images. Staff and children must wear suitable clothing, as should anyone else in the household.

7. 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
- Bexley 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 Department for Education
- The Department of Health and Social Care.

8. Monitoring attendance

As most children will not be attending school during this period of school closure, we will not be completing our usual attendance registers or following our usual procedures to follow up on non-attendance. This is in line with statutory guidance from the Department of Education.

The exception to this is where any child we expect to attend school during the closure does not attend, or stops attending. In these cases we will:

- Follow up on their absence with their parents or carers, by contacting them via telephone using the details we hold for them.

> Notify their social worker, where they have one

> If we are unable to make contact, we will notify social services or police, as necessary.

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

We will continue to make arrangements with parents and carers to make sure we have up-to-date emergency contact details, and additional contact details where possible. This is in line with the school's current practice.

9. Peer-on-peer abuse

We will continue to follow the principles set out in part 2 of Keeping Children Safe in Education 2020 when managing reports and supporting victims of peer-on-peer abuse.

Staff will continue to act on any concerns they have immediately – about both children attending school and those at home.

Staff should report any concerns to the DSL or Deputy DSLs using *CPOMs* who will then decide how the matter should be investigated.

10. 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 2020.

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

Staff should report any concerns to the DSL or Deputy DSLs using *CPOMs* who will inform the Headteacher and decide how the matter should be investigated.

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 for the duration of the COVID-19 period, in line with government guidance.

11. Support for children who are not 'vulnerable' but where we have concerns

We have the option to offer places in school to children who do not meet the Department for Education's definition of 'vulnerable', but for whom we have safeguarding concerns. We will work with parents/carers to do this. These include children who have previously had a social worker or where the family are subject to a Child and Family Assessment or where some concerns have been raised about the child but they have npt met the threshold for an assessment.

If these children will not be attending school, we will put a contact plan in place, as detailed in section 10 below.

12. Contact plans

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

> They will not be attending school (for example where the school, parent/carer and social worker, if relevant, have decided together that this would not 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 for some children and at least fortnightly for other students.

> 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.

> All contact with children and their families will be recorded on *CPOMS.*

We have agreed these plans with children's social care where relevant, and will review them every 4 weeks, or sooner if necessary.

If we cannot make contact, we will contact the Children's Services Multi-Agency Safeguarding Hub (**MASH**) Team (020 3045 5440) and, if necessary, the police.

13. Safeguarding all children

Staff and volunteers are fully aware that this difficult time does potentially put 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 line with the procedures set out in section 3 above.

For children at home, they will look out for signs such as:

> Not completing assigned work or logging on to school systems

> Limited contact from children or families

> Contact from students using *Google Classroom*, or email contact raising a concern.

Children are likely to be spending more time online during this period. Section 12 below sets out our approach to online safety both when they are in school and when they are at home.

See section 13 below for details on how we are supporting pupils' mental health.

14. Online safety

14.1 In school

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

14.2 Outside school

Where staff are interacting with children online, they will continue to follow our existing Staff Behaviour Code of Conduct and IT Acceptable Use policy.

- Staff will set all work for students using *Google Classroom*, links to other appropriate online resources may be in included in the work set ,e.g. *Memrise, MathWatch, MyMaths*, *BBC Bitesize* or *Educake.*

- Students are expected to complete the work as set by their teachers in Google Classroom. These will be a combination of live lessons, pre-recorded PowerPoints and some as independent study sessions.

- Students will be expected to join every lesson or tutorial lesson via a Google meet (where a register will be taken).

- Teachers will send the link to the student's secure school Gmail account and the student will be expected to join at the right time for the lesson. When doing so, the are expected to strictly adhere to the school's Safeguarding protocols and behaviour expectations.

- Where students wish to have further support from staff, they will be able to used the comment feature in *Google Classroom* as well as completing an online form at the end of each lesson.

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, and signpost them to other sources of support too, as necessary.

14.2 Working with parents and carers

We will ensure 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.

We have continually kept parents updated on how students are being asked to complete their work at home, including the use of *Google Classroom* and what sites they will usually being asked to use e.g *MathsWatch.* We have produced our approach to remote education and shared this with parents and we will continue to signpost them to the further support regarding the above on our school website so that they are regularly updated and communication is strong.

15. Mental health

Where possible, we will continue to offer our current support for pupil mental health for all pupils. The EiT (Early Intervention Team) will continue to offer their support to the students they work with, over the telephone, with the agreement of their parents. The school counsellor will continue to offer counselling to students over the telephone, with the agreement of their parents, and if they are able and available to do so.

We will also signpost all pupils, parents and staff to other resources to support good mental health at this time (see below of examples of the external agencies available for additional support).

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.

ChildLine	0800 1111	www.childline.org.uk/get-support/
YoungMinds	0808 802 5544	youngminds.org.uk/
Mind	0845 766 0163	www.mind.org.uk/
Kidscape	0207 730 3300	info@kidscape.org.uk
NSPCC	0808 800 5000	www.nspcc.org.uk/
Samaritans	116 123	www.samaritans.org/
IMAGO	0300 111 1110	www.imago.community (for young carers)

16.1 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 as outlined in part 3 of Keeping Children Safe in Education 2020.

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 and Keeping Children Safe in Education 2020.

New staff will still be required to 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 are not in regulated activity should have an enhanced DBS check, in accordance with paragraphs 183-188 of Keeping Children Safe in Education 2020.

16.2 Staff 'on loan' from other schools

If we will ever need to draw on staff 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. Jacqui Griffith, Business Manager will carry out this risk assessment.

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

16.3 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, as a minimum requirement:

> Safeguarding induction
> A copy of our child protection policy (and this addendum)
> Keeping Children Safe in Education 2020 part 1
> Confirmation of local processes
> Confirmation of DSL arrangements.

16.4 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 and in line with statutory requirements.

This will include keeping a written record of:

> Everyone working or volunteering in our school each day
> Details of any risk assessments carried out on staff and volunteers on loan from elsewhere.

17. Students 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 DSLs) 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, if applicable
> Details of the virtual school head.

Where the DSL, Deputy DSLs or SENCO cannot share this information, the senior leaders 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.

18. Monitoring arrangements

This policy will be reviewed as and when the guidance from the local safeguarding partners, the LA or DfE is updated, and as a minimum every 4 weeks by Nikki Gill, Assistant Headteacher and Designated Safeguarding Lead. At every review, it will be approved by the Chair of the Interim Executive Board.

19. Links with other policies

This policy links to the following policies and procedures:

> Child protection policy
> Staff code of conduct
> IT acceptable use policy
> Health and safety policy
> Anti-bullying Policy
> Whistleblowing Policy

20. Useful links

Safeguarding and remote education during coronavirus (COVID-19)
https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

Safeguarding during Remote Learning & Lockdowns (LGfL)
https://coronavirus.lgfl.net/safeguarding

Remote Working a guide for education professionals (SWGfL)
https://swgfl.org.uk/assets/documents/educational-professionals-remote-working.pdf

Guidance for Safer Working Practice - Addendum inc. Remote Learning (SRC)
https://www.saferrecruitmentconsortium.org/GSWP%20COVID%20addendum%20April%202020%20final-2.pdf

School Online Safety Policy Templates (SWGfL)
https://swgfl.org.uk/resources/online-safety-policy-templates/

Safeguarding Risks with Zoom (PracticePal)
https://practicepalmusic.com/img/safeguarding-comp.pdf

Zoom for Education: Top 10 Frequently Asked Questions (Zoom)
https://blog.zoom.us/zoom-for-education-top-10-frequently-asked-questions/

Zoom Basics - Using Zoom for Classes and Meeting (Steve Dotto/YouTube)
https://www.youtube.com/watch?v=s5VU8cmEnTs

Live Streaming (Childnet)
https://www.childnet.com/teachers-and-professionals/hot-topics/livestreaming

Undertaking remote teaching safely (NSPCC)
https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely

A Guide to Safe Remote Learning in Education (Wigan Safeguarding Partnership)
https://www.wiganlscb.com/Docs/PDF/Professional/A-Guide-to-Safe-Remote-Learning-in-Education.pdf

Developing digital leadership – March 2020 (Edtech UK/ISC) [Especially the documentation from Kellet School, Hong Kong]
https://0ba.288.myftpupload.com/wp-content/uploads/2020/02/Developing-Digital-Leadership-Bulletin-CoronaVirus.pdf

Video conferencing services: security guidance for organisations (National Cyber Security Centre)
https://www.ncsc.gov.uk/guidance/video-conferencing-services-security-guidance-organisations