



## Safeguarding and Child Protection Policy Addendum

### COVID-19 school closure arrangements for Safeguarding and Child Protection

**Date: May 2020**

#### **1. Context**

From 20<sup>th</sup> March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the individual Schools Safeguarding, and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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## **Vulnerable children**

Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those who have a social worker include children who have a Child Protection Plan and those who are looked after by the Local Authority. A child may also be deemed to be vulnerable if they have been assessed as being in need or otherwise meet the definition in section 17 of the Children Act 1989.

Those with an EHC plan will be risk-assessed in consultation with the Local Authority and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home.

Senior leaders, especially the Designated Safeguarding Lead (and deputy) know who our most vulnerable children are. They have the flexibility to offer a place to those on the edge of receiving children's social care support.

We will continue to work with and support children's social workers to help protect vulnerable children. This includes working with and supporting children's social workers and the local authority virtual school head (VSH) for looked-after and previously looked-after children.

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, local social workers will undertake risk assessments and feedback the outcome to the school. For those not attending, schools will contact home on a weekly basis for any children on Child Protection plans and fortnightly for those on Child In Need plans or otherwise known as vulnerable to the school.

Where parents are concerned about the risk of the child contracting COVID19, the school or the social worker will talk through these anxieties with the parent/carer following the advice set out by Public Health England.

Schools will encourage our vulnerable children and young people to attend a school, including remotely if needed.

## **Attendance monitoring**

Local authorities and education settings do not need to complete their usual day-to-day

attendance processes to follow up on non-attendance. Schools will monitor attendance and submit daily reports to the DfE.

Schools will follow up on any vulnerable pupil that they were expecting to attend, who does not. Schools will also follow up with any parent or carer who has arranged care for their child(ren) and the child(ren) subsequently do not attend.

To support the above, schools will, when communicating with parents/carers , confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available. This may be done weekly.

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

### **Designated Safeguarding Lead**

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL is not on site, a senior leader will assume responsibility for co-ordinating safeguarding on site and all school staff are made aware who this is on a weekly basis.

This might include updating and managing access to child protection files and liaising with the offsite DSLs 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.

The DSLs will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

### **Reporting a concern**

Where staff have a concern about a child, they should continue to follow the process outlined in the school Safeguarding Policy. 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 the process outlined in the Safeguarding and Child Protection Policy should continue to be followed. Concerns around the Headteacher should be directed to the Chair of Governors or contact the LADO

### **Safeguarding Training and induction**

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 miss their refresher training.

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2019). The DSL should communicate with staff any new local arrangements, 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.

If staff are deployed from another education or children's workforce setting to our school, we will 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

### **Safer recruitment/volunteers and movement of staff**

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 Trust 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 (2019) (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 schools are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in paragraphs 167 to 172 of KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity.

The Trust 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 163 of KCSIE.

Schools will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 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, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, schools will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

### **Online safety in schools and colleges**

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

### **Children and online safety away from 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 Child Protection Policy and where appropriate referrals should still be made to children's social care

and as required, the police.

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

School staff have been given clear instructions when delivering virtual lessons, especially where webcams are involved:

1. Do not use a personal account, such as Whatsapp or FaceTime which allows pupils access to your personal phone number.
2. Use Microsoft Teams or Zoom only ensuring your program is always fully updated to the latest version with the latest security and encryption software.
3. Only use video livestreaming with Y10 or 6<sup>th</sup> Formers
4. When using video livestreaming, insist that all 6<sup>th</sup> form pupils blur their backgrounds and any Y10 pupils do not enable their cameras.
5. Use audio livestreaming with any class, if you feel comfortable to do so.
6. Do not video or audio livestream on a 1-1 basis.
7. Always let your Subject leader know if you are planning to livestream, whether video or audio.
8. Be aware that not all pupils will have access to this technology, and even if they do maybe not for a full hour.
9. Make sure that the stream is not public, i.e. that it is only audible/visible to the selected group.
10. Establish clear ground rules:
  - Are pupils allowed to speak? If so when? How?
  - Pupils are not allowed to record or screenshot.

### **Supporting children not in school**

The Trust is committed to ensuring the safety and wellbeing of all its Children and Young people.

Schools will share safeguarding messages on its website and social media pages.

The Trust 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/carers. Teachers need to be aware of this in setting expectations of pupils' work where they are at home.

### **Supporting children in school**

The Trust is committed to ensuring the safety and wellbeing of all its students.

Schools 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 Trust 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.

Schools 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 on the school system

### **Peer on Peer Abuse**

The Trust recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within the school Safeguarding and Child Protection Policy.

Schools will listen and work with the young person, parents/carers and any multi- agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on the school system and appropriate referrals made.

## Key contacts

### Abbey Primary School

Role	Name	Email
Designated Safeguarding Lead	Louise Tunstall	<a href="mailto:ltunstall@suttonmail.org">ltunstall@suttonmail.org</a>
Deputy Designated Safeguarding Leads	Beverley Bedforth	<a href="mailto:bbedforth@suttonmail.org">bbedforth@suttonmail.org</a>
	Emma Morris	<a href="mailto:emorris6@suttonmail.org">emorris6@suttonmail.org</a>
	Kim Potter	<a href="mailto:kpotter2@suttonmail.org">kpotter2@suttonmail.org</a>
Headteacher	Louise Tunstall	<a href="mailto:ltunstall@suttonmail.org">ltunstall@suttonmail.org</a>
Chair of Governors	Nigel Griffiths	c/o <a href="mailto:kgu@glenthorne.sutton.sch.uk">kgu@glenthorne.sutton.sch.uk</a>
First Response	MASH	02087706001

### Aragon Primary School

Role	Name	Email
Designated Safeguarding Lead	Jessie Linsley	<a href="mailto:jlinsley@aragon.merton.sch.uk">jlinsley@aragon.merton.sch.uk</a>
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### Glenthorne High School

Role	Name	Email
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Safeguarding Governor	Mr T Knight	c/o <a href="mailto:kgu@glenthorne.sutton.sch.uk">kgu@glenthorne.sutton.sch.uk</a>