

# Highfield Primary School



## Child protection and safeguarding: COVID-19 addendum

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## Important contacts

ROLE	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Zehra Halil-Docherty	Contact school office
Deputy DSL	David Wilson Steph Morton Louise Calder Gina Christodoulou Michele Lynch Di Wren (Governor)	Contact school office
Other contactable DSL(s) and/or deputy DSL(s): DSL at [school name]	N/A at the moment	N/A at the moment
Designated member of senior leadership team if DSL (and deputy) can't be on site	N/A at the moment	N/A at the moment

ROLE	NAME	CONTACT DETAILS
Headteacher	David Wilson	Contact school office
Local authority designated officer (LADO)	Andreas Kyriacou	Email: <a href="mailto:SafeguardingEnfield@enfield.gov.uk">SafeguardingEnfield@enfield.gov.uk</a> 0208379 2850 or 4392
Chair of governors	Di Wren	Contact school office

## **1. Scope and definitions**

This addendum applies during the period of school closure due to COVID-19, and reflects updated advice from our 3 local safeguarding partners Enfield Council, Police and NHS Enfield Clinical Commissioning Group.

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 (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 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.

You can contact any the Designated Safeguarding Lead or any of the Deputies that are listed above.

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. 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: phoning them on the number listed above.

All school staff and volunteers will be informed by email as to who the DSL (or deputies) are, 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.

On occasions where there is no DSL or deputy on site, the senior leader on duty will take responsibility for co-ordinating safeguarding.

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

- Identify the most vulnerable children in school
- Update and manage access to child protection files, where/if necessary
- Liaise with children's social workers where/if they need access to children in need and/or to carry out referral
- Keep the CP team DSL/Deputies informed

## **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:

We are regularly updated from our 3 safeguarding partners and LA. We will continue to update this addendum and inform all staff.

Date of update	Where update has come from	Update information:
30.3.20	Police	<p><b>Be aware of fraud-</b></p> <p>Detailed counter fraud advice is available online, including from <a href="#">Scamsmart</a>, <a href="#">ActionFraud</a>, <a href="#">CIFAS</a>, <a href="#">Take Five to Stop Fraud</a>, <a href="#">Citizens Advice</a>, <a href="#">Trading Standards</a> and the <a href="#">National Cyber Security Centre</a>.</p> <p>If you believe or know that you have been the victim of fraud, you can report to Action Fraud can be done online at <a href="https://www.actionfraud.police.uk">https://www.actionfraud.police.uk</a> or by calling 0300 123 2040</p> <p>To report offers of financial assistance from HMRC contact <a href="mailto:phishing@hmrc.gov.uk">phishing@hmrc.gov.uk</a></p>

## **6. 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.

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

- Follow up on their absence with their parents or carers, by the SLT on duty contacting them immediately
- 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 (parents/carers complete on first day of attendance and update if there are any changes), 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 – about both children attending school and those at home.

Staff will inform DSL/Deputies immediately or report to their Phase Leader (SLT) where they are unable to contact the DSL/Deputies

## **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 – whether those concerns are about staff/volunteers working on site or remotely.

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**

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. The CP Team and SLT are aware of those children.

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

## **10. 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

For each child/family the school has an individual plan which sets out:

- How often the school will make contact – this will be at least once a week

- › 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, or through email

We have agreed these plans with children’s social care where relevant, and will review them frequently. If we can’t make contact, we will be contacting children’s social care or the police where necessary.

## **11. 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 line with the procedures set out in section 3 above.

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

- › Not completing work or logging on to school systems- Tapestry/Google Classroom
- › No contact from children or families
- › Seeming more withdrawn during any class check-ins

Children are likely to be spending more time online during this period – see section 12 below for our approach to online safety both in and outside school.

See section 13 below for information on how we will support pupils’ mental health.

## **12. Online safety**

### **12.1 In school**

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

IT staff will not be on site but can be contacted through email or telephone.

<b>Name</b>	<b>Contact details</b>
Stuart Allen	Contact school office
Aman Basra	Contact school office

### **12.2 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.

#### **Using Google Classroom:**

SLT will decide:

- Whether you’ll allow pupils to post and comment in the communication 'Stream'
- What they can talk about in posts and comments, if allowed to

Learn how to disable pupil comments in the 'Stream' [here](#).

If you allow pupils to comment, tell them they should only be talking about school work in the 'Stream' and that they could be muted (prevented from posting or commenting) for posting anything inappropriate or bullying.

Give parents the chance to opt out of their child posting in the 'Stream' too. If they opt their child out, mute them.

See more on getting set up with Google Classroom [here](#).

To mute a pupil:

1. Click on a class in Google Classroom
2. Click 'People'
3. Next to the pupil you want to mute, check the box
4. Click 'Actions' > 'Mute'
5. Click 'Mute' again to confirm

To delete inappropriate or bullying posts or comments:

1. Go to the class
2. Find the post or comment you want to delete
3. Click 'More' (the 3 dots sign) > 'Delete'
4. Click 'Delete' again to confirm

You can still view deleted posts and comments by:

1. Going to the class
2. Clicking 'Settings' (the cog icon)
3. Next to 'Show deleted items', click 'Show' to toggle on
4. To hide deleted items, click 'Hide' to toggle off
5. To save your changes and return to the 'Stream' page, click 'Save'

#### **If teachers are recording videos to share using their iPad:**

- Record against a neutral background
- Avoid recording in bedroom (if that's not possible, use a neutral background)
- Dress like you would be going to work - no pyjamas!
- Double check what other tabs you have open in your browser, if sharing screen (e.g. no search results for adult content open in another tab)
- Use professional language

#### **EYFS staff- using Tapestry**

All staff to follow the guidance written Tapestry Policy

In addition, 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.

### **13.3 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

## **13. Mental health**

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

Place2Be will be in contact with those children on their caseload and keep school informed of any concerns.

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.

## **14. Staff recruitment, training and induction**

### **14.1 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.

### **14.2 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. Please check the Risk Assessment for COVID-19, point, **'Volunteers, council staff and staff borrowed from another employer supporting with the childcare provision'**

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

### **14.3 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

### **14.4 Keeping records of who's 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

## **15. 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.

## **16. 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 3-4 weeks by Zehra Halil-Docherty (DSL). At every review, it will be approved by the full governing board.

## **17. Links with other guidance/policies**

This addendum links to the following policies and procedures:

- Child protection and safeguarding policy
- Staff professional code of conduct
- IT acceptable use policy
- Health and safety policy
- Online safety policy
- Tapestry Policy
- Social Distancing Policy
- Where to get support during school closures
- Highfield Risk Assessment: Coronavirus